
MOTIVATING EMPLOYEES IN THE LATTER STAGES OF THEIR CAREERS AT XYZ

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ABSTRACT

This field project constructs an easy to follow process for motivating senior employees at XYZ. Cookie-cutter motivational techniques are unable to motivate each individual employee, with distinctive career aspirations. Motivation is difficult to sustain for long periods of time. The literature review stems from early motivational theories of Maslow and Herzberg, and streams into research of business conduct in the 21st century. The literature demonstrates various views on squeezing every bit of discretionary effort out of every employee, among a myriad of work disciplines and management styles. The review encompasses a number of books, studies and thesis describing their motivational techniques and observations.

A survey conducted on the general population of the company provided meaningful data on the outlook of company's employees, accenting their greatest motivational and demotivational factors. Freestyle comments were analyzed further, to determine motivational gaps in the company policy.

The survey results identified the most pressing motivational needs at XYZ. In general, employees at XYZ felt that they were adequately motivated to work, however, in order to have sustainability and growth; a number of factors were featured and prioritized. The data analysis and results sections demonstrate the techniques needed to increase and sustain motivational growth at XYZ. Senior leadership and first line management were addressed separately and given different focus points. The focus priorities for senior leadership were identified as: 1. Improve communication and involve employees in decision-making process; 2. Squash rumors and keep the

information flowing; 3. Renovate the appraisal process; 4. Cater to the needs of the aging workforce. The focus priorities for first line managers were different: 1. Appraise employees carefully and often; 2. Empower employees to run their lives at work; 3. Provide learning opportunity for your staff; 4. Communicate effectively with your staff; 5. Assess individual motivational needs and motivate accordingly; 6. Add fun and variety to work.

In conclusion, the research showed that there were easily identifiable motivational gaps at XYZ, and with senior management commitment, XYZ could reap great benefits with a highly motivated workforce.

INTRODUCTION

On September 11th, 2001 ten hijackers flew two Boeing 767 planes into twin towers of the World Trade Center in Manhattan, New York. Hundreds of firefighters, police officers and other civil rescue units raced to the World Trade Center to save lives.(Attacks, 2004, pg. 317) These heroes raced up the stairs and into a deafening inferno, without regard for their personal safety or any foresight into the effect that their courage bore on their families. They were motivated by the urge to help others in need and their utmost dedication to the incredibly dangerous line of work that they chose to do.

Perhaps this story is an extreme example of motivation. Human beings are creatures of infinite possibilities, but most of us use less than 30 percent of our capabilities. “. . . *In times of urgency or crisis, ordinary human beings are somehow able to mobilize their latent capacities to accomplish remarkable feats. [Such] high motivation is what empowers a 100-pound woman to lift a 2-ton truck Ordinary people are able to achieve extraordinary results through the power of high motivation.*”(Spitzer, 1995, pg.5) Achieving that extraordinary level of motivation is going to be difficult to attain at an office, restaurant or a construction site. While most companies cannot expect of their employees to sacrifice their lives on a daily basis to finish an important project, they could motivate them to sustain a high level of energy and focus throughout each day of their career.

Motivating employees to work has been on the forefront of management's focus in every organization for as long as there were managers and employees. In order for people to build planes, write procedures, reconcile worksheets, fight crime and terrorism, serve food, etc., they must be motivated. Employees are self-motivated to pay bills, perform chores around the house, take their children to soccer practice and perform other seemingly mundane tasks in their personal lives. What motivates them to perform ordinary chores around the house week after week? What motivates them to volunteer at a local soup kitchen? What makes them run mile after mile in an exercise that seems dreary to a person passing in a car? Can we be motivated to work as hard as we motivate ourselves outside of work?

People are naturally motivated individuals. Since birth, they are motivated to learn, observe and experience new things. As soon as children learn to crawl, they explore every possible aspect of their environment that is within their reach. This motivates them to explore the yet unattained facets of their surroundings, and learn to walk. They continue to explore and learn, driven by self-motivation that almost seems to poses them. As people age, the contexts of their life become so familiar, they seem to experience a plateau, where they feel unmotivated.

The inner child emerges from an individual during their first day on the job. That day, the employee feels scared, anxious, but at the same time excited. They have much to learn about their new positions, and while it seems overwhelming at times, a person experiences an urgent sense of anticipation to learn. Depending on the complexity and

capability of the new position, the employee will lose that level of excitement with each passing day. They will be engulfed in the day-to-day routine that does not offer much variety and exponentially decreases the opportunity to learn. They have passed the period of self-motivation, and need to be a part of a sustainable culture of workplace motivation. *“The real challenge to companies is not to mobilize [motivational] energy at a particular moment, but to sustain it for the long haul.”*(Spitzer, 1995, pg. 7)

XYZ

Established in 1949, XYZ has been instrumental in producing quality products for the United States government. Under a large umbrella organization, the plant has evolved into a high-tech research production facility that specializes in science-based manufacturing. Since the days of WWII, XYZ established itself as a leading manufacturer of quality components for the U.S. government. XYZ’s quality standards have been baselined by many other government manufacturing companies and design firms. XYZ flourished during the cold war, when government spending was high, and took a major downsize in the early nineties after the disbandment of the Soviet Union. With tighter budgets, shorter deadlines and higher workloads the laid-back culture at XYZ has transformed into a fast-paced political machine.

The average age of employees at XYZ is 49 years old, most of them belonging to the baby boomer generation. Employees, who are within ten years of retirement, have

spent the majority of their careers with the company. They have learned a great deal about various departments and disciplines during their long careers. Once an extremely motivated work force that took over the company from “The Great Generation”, they witnessed relative economic prosperity, giving them a sense of financial wellbeing. They grew up during the Vietnam War. *“The general unpopularity of the Vietnam War and disillusionment about the government’s hidden entanglements destroyed the trust of people their age in government and institutions.”*(Cannon, 1989, pg. 38) Boomers were the first generation that strongly believed that they earned the right to participate in leisure activities; additionally they were the pioneering group that tipped the work/life balance into the life direction.

During the cold war, the majority of the company’s employees felt more secure in their positions. The government supplied them with vast amount of money without insisting on significant accountability requirements. In the late 1970s and early 1980s, the company experienced unprecedented growth levels, during which time, the majority of the company’s current population was hired. The newest employees significantly valued the casual atmosphere, pride and security offered at the company. The progressive management style of senior leadership instilled the “life-first tradition” of the work/life balance enjoyed by everyone in the company.

After the fall of the Soviet Union, and the end of the cold war, significant budget cuts plagued the company. Downsizing was tremendous, reducing the headcount by more than 50%. Many employees took advantage of generous severance packages and

retired early. Employees that did not leave or get laid-off were tasked with keeping the place running as before, with higher quality and lower cost standards. Today, these employees are nearing the final stages of their careers. In the past ten years, they have lived through five different company presidents, three major business initiatives and numerous company reorganizations. How do they feel about working here? Are they motivated to continue giving it “their all” at work? Are they ready to retire? What can the company do to drive them toward providing exceptional contributions at the end of their careers?

LITERATURE REVIEW

MASLOW'S HIERARCHY

Walk into any library and pickup a book on motivation; the first chapter will describe Maslow's hierarchy of human needs. In Maslow's book *Motivation and Personality*, Maslow theorized that a person has some needs that precede others. For example the need for food, precedes the need for safety. When a person is hungry, he/she will forgo every other need, and seek out food above anything else. When that need is satisfied, then that person will move on to the next need in the hierarchy. Maslow's five needs of motivation are illustrated in Figure 1.



FIGURE 1 MASLOW'S HIERARCHY OF NEEDS

Maslow hypothesized that each person must achieve all the needs in the lower portion of the hierarchy in order to move to the next need. Once Physiological, Safety, Love and Esteem needs were satisfied, the person will be motivated to fulfill the Self-Actualization need, which must be satisfied by a sustained level of achievement and purpose in life. (Bowen, 1987) The majority of motivational literature exemplifies Maslow's hierarchy of needs as their baseline. “. . . Many of today's managers, marketers, educators, psychologists and other professionals uncritically rely on Maslow's theory for an explanation of human motivation, as the only explanation . . .”(Fulton, 1998, pg. xv)

In his book *Motivation, Emotions, and Leadership* Fulton argues that Maslow's need for Self-Actualization is difficult to define and does not belong at the top of the pyramid.

Many people have known at least one person who, on the surface, seemed to have everything they ever wanted or needed, then got in their SL600, drove to the city dump, stuck a .357 in their mouth and blew out their brains . . . Whatever it is that motivates someone to commit or even attempt suicide is not covered by Maslow's theory . . . A theory that cannot explain one aspect of human behavior, such as suicide, will be grossly inadequate in terms of explaining other aspects [of motivation].(Fulton, 1998, pg. 9)

While Fulton raises a valid point of questioning the hierarchy's validity, he does not provide ample arguments against it. He associates material possessions as self-

actualization, while missing the motivational highlights of “spiritual needs”. Distinctive mental disorders cannot account for motivational theory applying to the majority of employee population. While variations on Maslow’s theory exist, the underlining principals hold true.

HERZBERG’S THEORY OF MOTIVATION

In his book, *The Motivation to Work* (1959), Fredrick Herzberg used Freud’s in-depth interview technique to discover most prudent motivation factors in a wide array of employees across a multitude of industries and firms. The interviewers asked questions about memorable experiences in the workplace, focusing primarily on a person’s feelings and reactions. Employees were asked to identify a specific time where they felt exceptionally good or exceptionally bad about their work. The interviewer asked questions such as “Was what happened typical of what was going on at the time?” and “Can you give me a specific example for the way in which your performance was affected?” Skilled interviewers and analyzers were able to ask meaningful follow-up questions, and expertly analyze the responses to come up with 16 factors that make up the essence of employee motivation. (Herzberg, 1959)

After analyzing the data, Herzberg concluded that there were hygiene, or dissatisfaction avoidance factors, and separate intrinsic motivational factors that were essential to employee motivation. He argued that companies must eliminate the dissatisfaction factors (hygiene) prior to concentrating on motivational factors. Figure 2

demonstrates the significance of each motivational factor as observed by Herzberg's study.

Herzberg's research confirmed many aspects of Maslow's observations. His hygiene factors relate to the base of Maslow's hierarchy, while his intrinsic motivational factors reside at the top of the hierarchy.

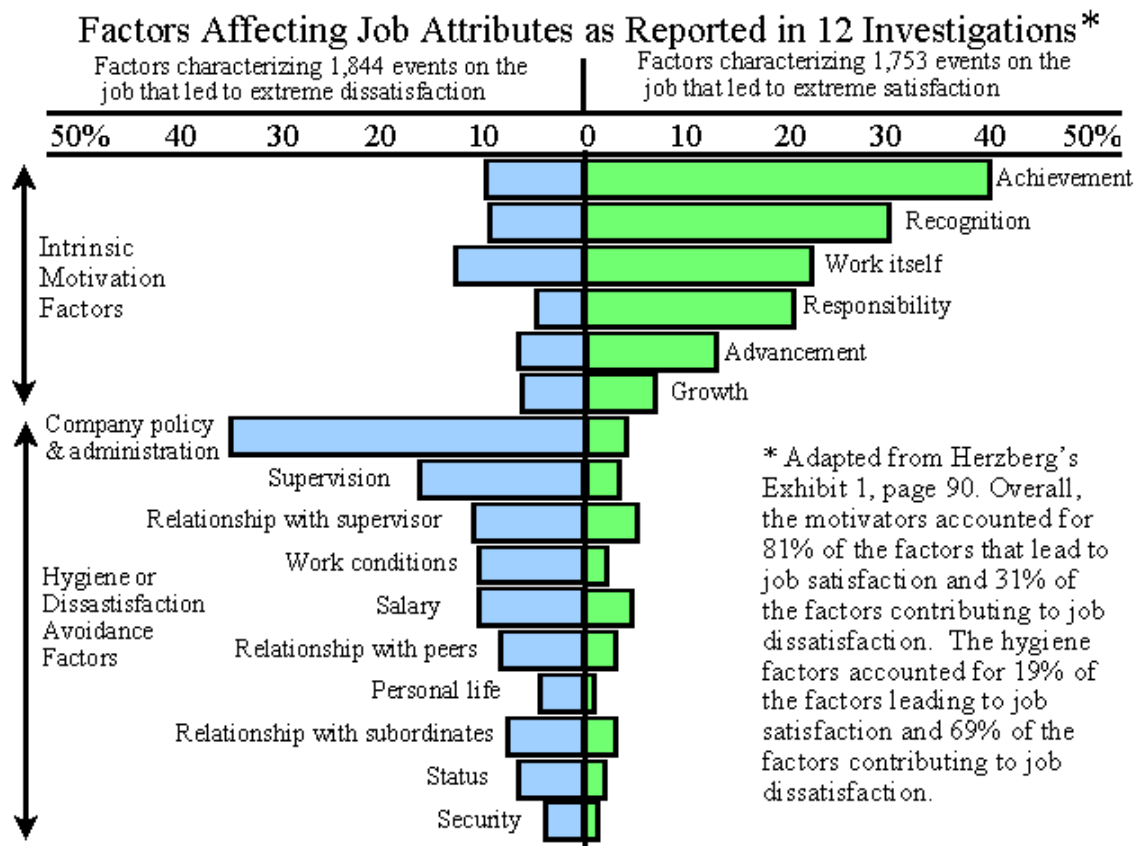


FIGURE 2 HERZBERG'S MOTIVATIONAL FACTORS

It is important to recognize that managers must eliminate demotivating (hygiene) factors before introducing motivational factors such as recognition, growth, sense of achievement and responsibility. Sitzer(1995) writes, “*We must declare war on demotivators!*” in his book, *Supermotivation*. He postulates that before starting any motivational programs, company leaders must work hard on eliminating all demotivators, launching a cultural revolution in the company. Herzberg’s research showed *Company policy and administration* to be twice more demotivating than *Supervision*, which in itself beat out the competition almost two fold. *Salary*, a favorite among casual motivators came fifth on the demotivation scale. Following Maslow’s principles, management cannot neglect *Salary* and blatantly underpay their employees; however, they will not gain the benefits of a sustainable motivated workforce by throwing money at their employees either.

UNIQUELY MOTIVATING INDIVIDUALS

The writings of Vroom (Vroom, 1995) and McClelland (McClelland, 1976) provided an alternative view on motivation. They focused on the personality of the individual, rather than assuming that conventional motivational techniques apply to all employees identically. Mainstream methods of motivation are effective and must be adhered to. However, managers must realize the subtle differences in their employee’s personalities, and tailor their motivation efforts to each individual.

In his book *Work and Motivation (1995)*, Vroom argued that the strengths of an individual’s motivation (M) could be expressed by the product of the Expectation to

succeed (E) , Instrumentality (I), or the belief that the reward will be awarded, and Valence (V), or the strengths of an individual's desire for the outcome. (Jindal-Snape & Snape, 2006)

$$M = \sum E \times I \times V$$

Working long hours has become all too common for John, a father of three, at the company where he has worked for the last fifteen years. This Wednesday, John's boss asked him to complete his budget estimate for the upcoming project by Friday. John's motivation to finish the budget on time is first dependent on his perception of possible outcomes (V), (both positive and negative) after completing the budget estimate (e.g. John thinks that his boss will recognize him for his hard work and his ability to work within tight deadlines, or the budget numbers will be inaccurate and will come back to haunt him in the future) . Additionally, John's motivation will be a product of his expectation (E) that the outcome he predicts will happen. If previous experience has taught him that his boss never recognizes his work (I), and will view John's efforts as mediocre at best, John's expectation of a positive outcome will be greatly diminished. John would only be motivated to complete the budget by Friday if he believed that there is a good chance of an attainable positive outcome that stems from the task.

Vroom's theory is difficult to put into practice. With his model, management must identify every individual's Valence, Instrumentality and Expectation level for each

assigned task. Even though that's seemingly impossible, management is able to analyze past behaviors of individuals within certain environments and adapt their motivational techniques, if ever so slightly, to every employee's unique personalities and behaviors. If in the past, Bob has taken the news of mandatory weekend overtime particularly hard. His manager must find a positive outcome (e.g. weekday overtime, extra vacation day, public recognition, highlighting the dire need for the company's survival) that Bob can be sure to expect in the nearest future. Successfully catering to the motivational requirements of their employees requires managers to instill this common sense approach into their daily business operation.

David McClelland's writings did not provide a formula for motivating individuals on every task. Instead, McClelland claimed that all individuals have unique levels of three distinctive needs: the need for achievement (η ACH), the need for power (η POW) and the need for affiliation (η AFF). McClelland contended that everyone has some level of each of the three needs; however, the strengths of some needs outweigh that of others. McClelland believed that the strengths of those needs are innate, and individuals are nurtured to feature one of the needs from earlier stages in life. For example, describing individuals with dominating need for achievement he writes:

The evidence suggests that it is not because they are born that way, but because special training they get in the home from parents who set moderately high achievement goals but who are warm, encouraging and nonauthoritarian in helping their children reach these goals. (Bowen, 1987, pg. 387)

McClelland's work described the methods of identifying the degree of needs in an individual. It is imperative to determine unique characteristics of each employee, and prescribe a motivational brew catering to them. Below, McClelland described an experiment to determine the dominant need of an individual:

[An employee is] given a choice between rolling dice with one in three chances of winning and working on a problem with a one-in-three chance of solving in the time allotted. [Employees with high (η ACH) characteristic], chose to work on the problem, even though rolling the dice is obviously less work and the odds of winning are the same. They prefer to work at a problem rather than leave the outcome to chance or to others. (Bowen, 1987, pg. 387)

An alternative experiment can be used to determine the dominant factor between the need for affiliation (η AFF) and the need for achievement (η ACH). Employees gather round in a large group of people; then they are asked to separate into smaller groups in order to complete tasks with various skill levels. The larger group consists of known subject experts and employees' work friends that may not have any prior experience with a particular subject matter. Employees with greater (η ACH) will pick the subject experts rather than their friends to work on the task, while employees with greater (η AFF) will pick their friends first.

There is an endless amount of research on motivation. There have been opposing views on individual motivation, but generally, the same concepts hold true. Managers must reduce demotivators such as Unclear Expectations, Poorly Designed Work,

Unnecessary Rules, Unproductive Meetings, Constant Change, Dishonesty, Hypocrisy, Unfairness, Criticism, and many, many more. Additionally, they must add motivators like Fun, Variety, Input, Ownership, Choice, Responsibility, Social Interaction, Learning ... etc, to daily activities. Managers must take time to ensure that each and every one of their employees is properly motivated for their personality style.(Spitzer, 1995)

Dr. Kenneth E. Appel, the President of the National Association for Mental Health, USA summed up motivation during a speech in 1956. He said:

Many of our desires and wishes may be for things and circumstances and relations which may be self-defeating and harmful and contrary to our real needs and best interests. We need a certain amount of physical security, a certain amount of confidence or emotional security. We need self-respect and the respect of others. We need opportunities to work, to be self-supporting and self-maintaining. We need human responsiveness and relatedness to others, which in its wider and deeper forms means love and devotion to self-sustaining and society- sustaining interests, activities and institutions.(Frederick, 1957, pg. 34)

A UNIFIED MODEL OF EMPLOYEE MOTIVATION

In their paper, *Towards a unified model of employee motivation*, Darren Elding, Andrew Tobias and David Walker attempt to find an all encompassing model for motivating employees. In their research, they highlight the fact that “*Motivating a*

workforce is perhaps the most fundamental task of management.” Their work attempts to combine Victor Vroom’s *expectancy theory* (1964), Porter and Lawler’s *expectancy model of motivation* (1968) and Hackman and Oldham’s *job characteristics model*, into a unified model. The work of Vroom is described earlier in this chapter; Porter and Lawler elaborated on Vroom’s model to define Valence as the rewards received combined with the level of desire the individual has for those rewards. They maintained, “A worker may be satisfied with a reward without actually valuing that reward.” Their work further encouraged management to evaluate individual motivational traits, and customize their motivational techniques to the individual. “A manager would be interested to know the level of importance of the various rewards given to his workers as well as their level of satisfaction with each.”(Darren, Andrew & David, 2006, pg. 299)

The most important aspects of executing the unified model, described in Figure 3, are:

- The motivational drivers of employees must be identified quickly and be monitored.

- There can be no hierarchy of success in ‘motivational drivers’ (i.e. status, power, altruism, affinity, acquisition, etc) as the individual’s psychological pattern is complex and constantly evolving.¹
- Perception theory is vital in these processes as an individual’s value judgments, history and expectations are unique.
- The infrastructure of the organization’s norms, values and cultures need to be continually reviewed and to be correlated with the individual’s needs or dysfunctional tendencies might arise. (Darren et al., 2006, pg. 302)

The unified model of motivation describes the process that management can undertake to evaluate existing motivational status and develop a sound strategy to build a highly productive workforce.

¹ This finding is contrary to the works of David McClelland, who postulated that each person has an affinity for one ‘motivational driver’ over another, which does not change easily. However, it is true, that needs constantly evolve into others upon their attainment, and management must be proactive in recognizing their evolutions.

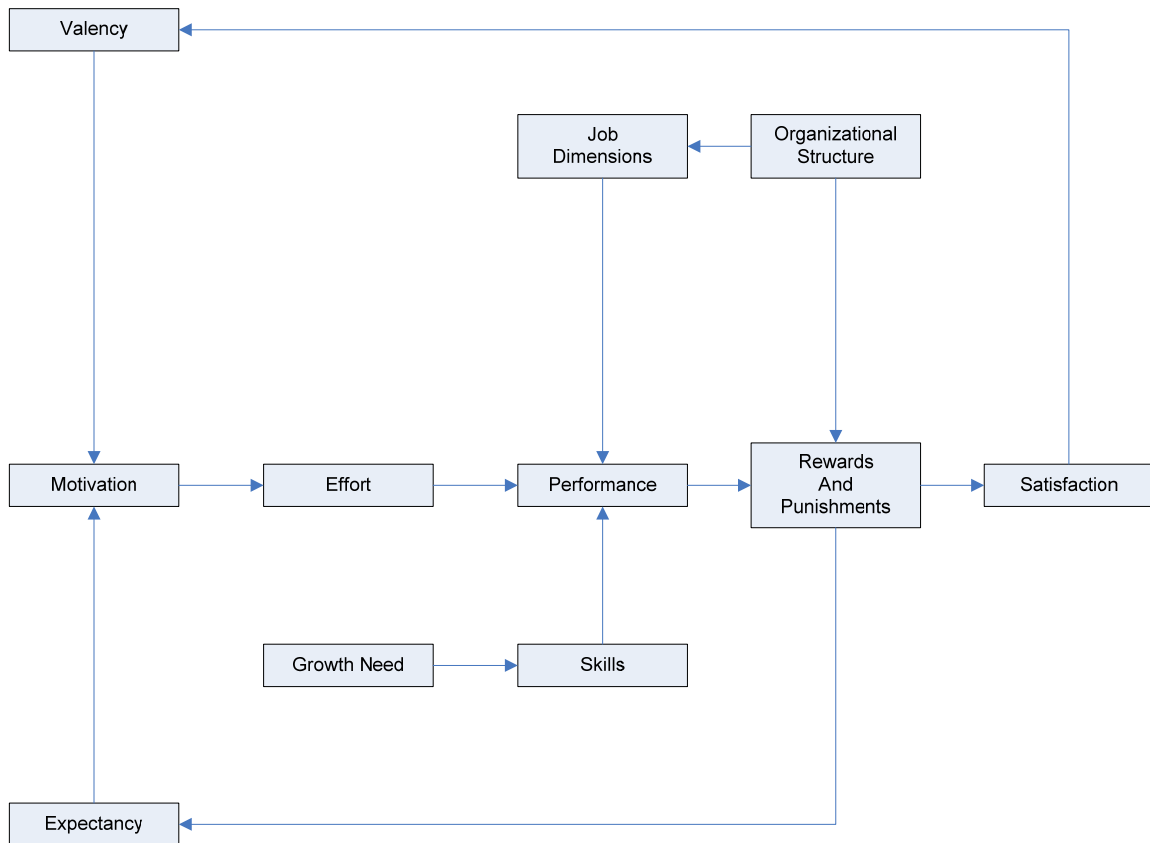


FIGURE 3 UNIFIED MODEL OF MOTIVATION

MOTIVATIONAL RESEARCH AT XYZ

PLANNING

The goal of this research is to create an easy-to-follow motivational guideline for managing employees at XYZ. In order to portray the work atmosphere and culture at XYZ accurately, especially among the population nearing retirement, a rudimentary research of the existing motivational environment is performed.

As described by George Frederick *“Motivational research is a long name for a very simple thing – an attempt to dredge out of the more or less hidden depths of human nature and human personality [and uncover] some good practical hints [on eliciting discretionary effort out of every employee].”* (Frederick, 1957, pg. 18) The research described in this paper only skims the top layer of the subject of motivation. The subjects are questioned candidly about their perceived motivational needs and culture within the company. A survey, designed with the guidance of previous motivational surveys (Drake, Wong & Salter, 2007; Herzberg, 1959; Jindal-Snape & Snape, 2006), and with the help of Susan J. Thomas’ book *Designing surveys that work!* was developed and completed by over 150 respondents at XYZ.

The *“Depth Interview”* is an advanced research technique used in motivational research. *“A depth interview can last from one to three hours, and may cover many topics, gradually narrowing down to the actual topic under study.”*(Frederick, 1957, pg.

18) For instance, in order to complete his study of motivation, described in Figure 2, Herzberg used depth interviews to come up with his Hygiene and Motivation factors. Herzberg asked his subjects the following question: *“Think of a time when you felt exceptionally good or exceptionally bad about your job.”* Then he asked some follow up questions such as: *“How long ago did this happen? How long did the feeling last? Can you give me a specific example of the way in which your performance on the job was affected?”* (Herzberg, 1959, pg. 141)

Time is the extremely significant factor in depth interviewing, for there must first be a period of feeling at ease with the interviewer – as well as grasping what he’s up to – and then a slow process of applying the various “leading” questions which may, of course, be after something quite else than the words commonly imply. (Frederick, 1957, pg. 87)

Due to time constraints, lack of company involvement and the absence of any training on conducting depth interviews, the research at XYZ consisted of a survey that took some concepts of various research techniques to accumulate a fair representation of the motivational makeup at XYZ. For example, a survey question, *“I have influence over my peers, subordinates and management”* attempts to analyze the need for power of an individual. Additionally, this question can be compounded with *“I have a good relationship with my peers”*, clearly assessing the affiliation need and contrasting it to that of the need for power.

The delivery method of the survey can play a large role in logistics of survey distribution and collection. A paper copy can be given to each survey taker personally, with a face-to-face plea for honest and complete answers. However, it is time consuming to distribute, collect and analyze the responses. An electronic survey is less personal, but faster to distribute and analyze. Additionally, electronic surveys can reach a much larger group of people, since it can be sent simultaneously to multiple departments. Validating surveys for completion is an important task that is difficult to complete with paper surveys, but is automated in an electronic one.

The survey described in this paper, was given electronically through www.questionpro.com to 175 employees at XYZ. The return rate was astounding. There were a total of 164 responses, and 152 of them were recorded and validated. The questions for the survey followed good practices of surveying as described in *Designing surveys that work!*

Does the stem of each item contain only one idea?

Is the stem of each item clearly written?

Are there any grammatical clues in the stem or choices to suggest to the respondent a preferred or intended answer?

Do the choices provided represent all possible choices?

Do any of the choices overlap?

Do any of the choices lead the respondent to a particular answer?

Do any of the items appear to be biased in terms of race or ethnicity, age, handicapping condition, and so forth?

Does any item contain two negatives?

Is the order of the items balanced so the respondent is not always choosing the positive (or negative) choice to present a consistent position?

Do the demographic items provide the information required to describe the survey respondents? (J.Thomas, 1999, pg. 43)

The survey questions are described in Appendix A on page i. Ten employees were used as a part of a pilot group to provide feedback to the perceived meaning of questions, identify and correct any ambiguities, and locate any questions that broke the aforementioned rules. It is important to note that the survey did not identify the employees by their class denomination (hourly or salary). While previous research (performed in a study of union employee behavior at XYZ) showed certain differences in motivating hourly and salary employees, the question was omitted to instill a sense of equality among the participants. It was felt that hourly employees would skew their answers if pinned against their perceptually superior counterparts. The author notes the possibility of unaccounted variation, but does not believe that it will affect the outcome of the study.

COLLECTING DATA

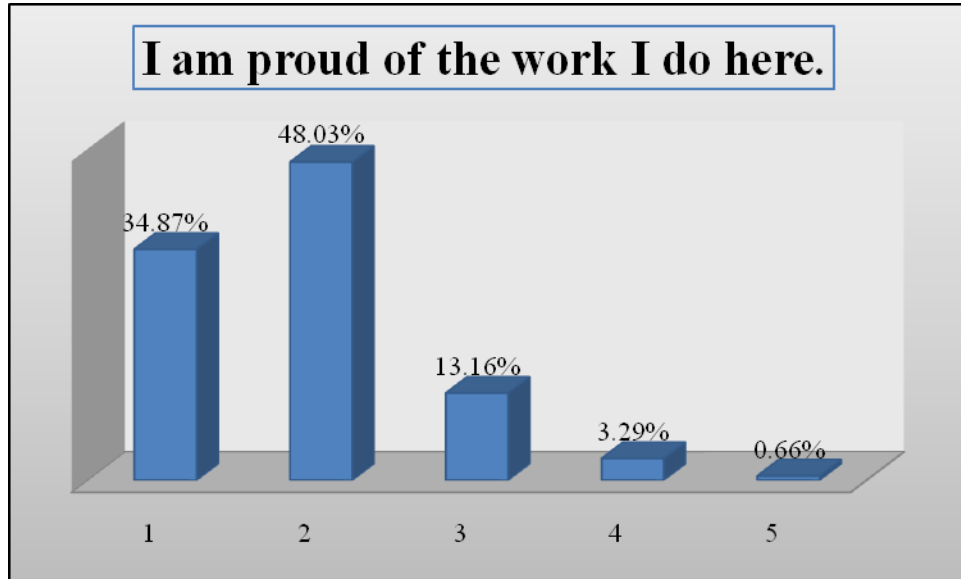
During a one-week period, 152 validated responses were collected. Demographics responses like sex, age, and work experience are used to distinguish different groups of people, in addition to finding the study group related to this research

paper. The rest of the questions use a Likert-Type rating scale described in Table 1 below:

TABLE 1 LIKERT SCORING SYSTEM

Positive Question	Scoring Points	Negative Question	Scoring Points
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

The responses were input into a spreadsheet, with negative responses inversed for normalization. The responses to individual questions were analyzed using histograms and percentages as demonstrated in the example below.



Additionally, interdependencies (correlation) of responses were analyzed to determine relationships of different motivational factors with each other. A number of filtered datasets were created to distinguish between demographic groups. Correlation factors are calculated using Person's correlation coefficient method. The correlation coefficient may have any value between -1.0 and +1.0. Values greater than 0.7 in any direction are considered to have significant correlation in this paper.

THE HIDDEN MEANING OF QUESTIONS

Some survey questions were purposely ambiguous to incorporate indirect questioning techniques from the in-depth interview. The explanations for some of the questions are described below.

“I am proud of the work I do here.” This question analyzed the ownership and responsibility factor levels of the employee. Along with **“I am proud to work at XYZ”**,

the previous question also touched on employee branding. *“Employment branding is the process of planting the idea that your company is a great place to work in the minds of potential job candidates Employees who feel proud of where they work are more likely to remain with that employer.”* (Anonymous, 2006) Particular attention must be paid to ownership with employees that are close to retirement, and their ability to be confident about the quality of their work when passing on the knowledge about their projects to new employees.

Some questions are related to the hygiene (demotivating) factors discussed in previous research. **“I have a good relationship with my peers.”**, **“I have a good relationship with my boss.”**, **“I am fairly compensated for what I do.”**, **“I feel secure in my job.”**, and **“I have all the tools I need to successfully do my job.”** all pertain to some of the hygiene factors described in Herzberg’s study on page 18.

Some questions such as **“I am not challenged at work.”**, **“I get regular feedback from my boss.”**, **“I receive a great deal of encouragement and recognition.”** and **“I like to take training pertaining to my field of expertise.”** pertain to motivational factors.

Questions such as **“I can’t wait to retire.”**, **“I am happy with the progress I’ve made in my career.”** and **“I would like to mentor a new employee.”** attempt to ascertain the emotional state of employees that are close to retirement. These questions will be correlated with pertinent age groups, and analyzed against the following postulation: Employees in the later stages of their careers at XYZ must be motivated

differently than everyone else. The questions in the survey are used to analyze the motivational techniques that are most effective for such employees. Although most motivational techniques described in this paper can be applied for all age and career groups, particular attention will be paid for the most effective methods of motivating employees nearing the end of their careers.

It seems an insurmountable task to ascertain the differences in motivational principles among generations. The questions in the survey attempted to describe the emotional requirements amongst generations, however due to the non-discriminatory language of the questions, some finer points of the differences may not have been observed. The author attempts to describe the motivational nuances of the baby boomer generation at XYZ, without overstepping professionalism and adhering to company guidelines.

RESULTS

The data analysis was performed using the system described in COLLECTING DATA on page 31. There were a total of 152 valid responses. First, the data was normalized as described in Table 1. The free style comments are addressed throughout the analysis, and help evaluate the general disposition within the organization. The survey respondents are broken up into two groups. The first group (72%) consists of employees that are between the ages of 40 and above, with the next group consisting of employees who are below 40 years of age.

HOW DO EMPLOEES FEEL, WHEN WORKING AT XYZ?

Employees' feeling, a gage of employee morale, is answered by a few questions in the survey. 74% of survey respondents agreed that they enjoy working at XYZ. Even if the survey does not dive further into the definition of their enjoyment, the assessment of their general attitude determines that most of the employees at XYZ do enjoy working there, and would not necessarily seek out other places of employment. A whopping 93% agreed that they were generally happy people. Though most of the respondents only agreed to the question, 33% strongly agreed. There are numerous variations on the amount of "happy" within each individual. Some individuals have a much higher amount of "happiness" when they are happy, and have a smaller amount of "sad" when they are unhappy. (Sirota, Mischkind & Meltzer, 2005) Some people are constant grouches that seem unhappy to anyone who spends five minutes listening to them. In actuality, 95% of polled employees over 40 are happy people; 74% of which enjoys working at XYZ. Can

working at XYZ have some bearing on making happy people unhappy? Perhaps, the simplest answer is that employees at XYZ are happy people that enjoy working there. Removing obvious demotivators can take a happy group of people at XYZ and turn them into super-performers.

In addition, 71% of responders said that they were proud to work at XYZ; with 72% of them above the age of forty. Seventy five percent of respondents over the age of forty, who are proud to work at XYZ, have worked there for the majority of their careers. This phenomenon refers back to the strong company brand instilled in employees during the mid eighties, at the height of the cold war. Employees still feel that they are serving their country by working at XYZ. This question asserts that employees would like to stay at XYZ rather than moving somewhere else, but does not necessarily mean that they are motivated to work. It is important to note that only 23% of employees under 40 felt that they would finish their careers at XYZ. A generous retirement plan that is unavailable to new employees may be the contributor of loyalty to XYZ, however cannot be attributed to the motivation of its workforce.

Recently, XYZ has had problems with high levels of attrition, evident by an exodus of retirees and recently hired employees. The survey responses shed some light on this problem by answering the “I can’t wait to retire question.” Almost half of the workforce felt that they are waiting for retirement, and 30% felt neutral about retiring. Surprisingly, the percentages did not change when answered by employees over the age of 40. Almost 80% of the population at XYZ feels that they would be perfectly happy if

they retired today. This seems to conflict with earlier responses that indicated employees do enjoy working at XYZ, and are proud to work there. There is little correlation (0.269) between enjoyment of working at XYZ and the desire to retire. One comment in the survey attempted to explain the reasons behind this: *“I can't wait to retire’ is a loaded question. It could imply that I can't wait to leave here ... or that I desire the freedom and flexibility of not having a 40-hour work week. I enjoy work, but also would like the benefits of being retired ... sleeping in, freedom to travel, exploring new hobbies, time flexibility, etc. Thus, retiring isn't about leaving here. It is about a low stress and enjoyable lifestyle.”* Why can't the work environment at XYZ offer the same freedom that is described in the response? This employee would benefit from a more flexible schedule, variation at work, travel and lower stress levels.

“I feel motivated to work” is the last question that describes the emotional state at XYZ. Sixty six percent of all respondents agreed that they felt they were motivated to work in some capacity, although only 18% of them strongly agreed. At least 82% of respondents need to be better motivated. As previously postulated, motivation must be sustained for the duration of the company's existence. XYZ must focus on removing demotivators and adding motivators to create a driven workforce.

DEMOTIVATING/HYGIENE FACTORS

Ask any passerby, on 35th and Broadway in New York City, “What motivates you?”, and they will respond – money. True, money can satisfy the basic needs in Maslow’s hierarchy of food and shelter, however no amount of money can satisfy the needs atop of the pyramid. As described in Herzberg’s study on page 18, money is not a motivator but instead a hygiene (demotivating) factor. If an employee is making far less than he/she believes he/she deserves, or is making much less, than they can afford to live on, they will be first and foremost focused on making more money when working. However, when that need is somewhat satisfied (everyone always wants more money, but at some point become content with where they are), they tend to focus on higher needs of esteem and self-actualization. They will be completely demotivated if money was an impending issue; however will not be motivated solely by an increase in salary.

Only 51% of respondents agreed that they were fairly compensated for what they did at work every day. Furthermore, only 7% strongly agreed. Forty nine percent of the respondents were dissatisfied or neutral about their salaries. There was not much difference between employees under or over the age of 40. Nearly half employees at XYZ are preoccupied with making more money. In the last three years, employees saw raises of 2.5% on average per year, while some employees saw no raises at all. Others feel that higher salaries come at a price. One employee stated, *“While I'd prefer to be paid what I am worth, I'd rather spend more time with my family instead of working mandatory overtime at another company.”* The management at XYZ must realize that sub-market salaries demotivate, and adjust to market accordingly. The company

headcount has dropped a third in recent years; the remaining employees have not seen any increase in merit, but instead, an increase in workload. While the company is trying to be leaner and better suited for the future, it must not lose sight of remaining competitive force in the marketplace.

Ninety six percent of all employees polled have good relationships with their peers. The need for affiliation is very visible when observing the behavior of employees at XYZ. Employees are well socialized within the company. Numerous people stop-and-chat in the halls, many exercise together. The atmosphere at XYZ is somewhat relaxed, without constant supervision oversight. People are free to make relationships and friendships. This type of environment is very helpful in motivating a workforce, with a strong need for affiliation.

Seventy three percent of those polled agree that they have a good relationship with their boss. Of those, only 23% strongly agree, however, these are impressive stats. There were a number of comments that indicated employees were happy with their first line supervisors, but felt that they were helpless against the whims of senior leadership. Employees feel that first line managers tend to stick up for their associates, but are beaten down by corporate mandates, especially during the performance review process. *“Performance reviews have historically been a problem area. The idea of requiring someone to receive a LOW rating regardless of their performance creates hard feelings/distrust between management and workers. [Moreover], the idea that only a few can receive a HIGH rating causes a similar effect. Typically, a person is unaware that*

the work they've done is either acceptable, unacceptable, good, or bad until the end of the year when it's too late to improve/change your rating. For instance, in a given year, casual overtime may be viewed as a good indicator of performance, but the following year it may be of no consequence.” Without warning, low performance ratings inhibit negative disposition to the individual delivering the review: the first level supervisor. At present time, only 44% agree that their manager accurately documents and recognizes their accomplishments. Another 5% is lost among employees over 40. Only 38% agree that their manager timely communicates improvement needs, losing another 7% with employees over 40. The correlation between both questions is 0.615, indicating those that were unsatisfied with manager's recognition of accomplishments, were also dissatisfied with their communication of improvement needs. These responses clearly point out the gaping hole in the appraisal process. The company must pay close attention to improving communication amongst all levels of employees. The appraisal at XYZ pins employees against each other and disables first level managers from assessing performance accurately. Salary increases are tied to assessments from the previous year, and are generally disappointing and misconstrued. Employees are scored based on a performance and behavioral system with attached quotas for every score. Only a few employees under a single first line manager can receive a good review and an apt increase in salary; others get average reviews and average salary increases. A select few must get bad reviews, forgo salary increases, and perform performance improvement plans that serve as evidence of poor performance, rather than channels of constructive criticism.

“I get regular feedback from my boss” also fits within the realm of the discussion above. Fifty three percent of respondents felt that they do not get regular feedback from management, with 69% of these employees over 40. The compounding factor of this question to communication of improvement needs is an astounding 0.75. The communication gap at XYZ cannot be stressed enough.

Withholding information from the employees can be an overwhelming force of demotivation. Some of the most common complaints in an organization described by Spitzer are “My supervisor doesn’t keep me informed” and “I sure wish they had told me sooner”. “In addition when employees ask questions, they often get evasive answers, which makes them feel distrusted and stupid, and feeds the fear and ignorance that are already so prevalent in many organizations.”(Spitzer, 1995, pg. 50)

Employees at XYZ are extremely dissatisfied with the level of information flow in the company. Only 16% of all employees polled claimed to be satisfied with the explanation of rationale behind important decisions at XYZ. Fifty nine percent were dissatisfied with the information flow, and 24% felt neutral about it. It is important to prioritize demotivators that the company needs to focus on initially, and this one seems to be a great candidate to be first in line. Companies must encourage input from their employees; in most cases, people are experts in their jobs. “If their knowledge is ignored, staff become demotivated by the neglect and resistant to change imposed from the outside. everybody should know about everything that concerns them directly or indirectly, in full and accurate detail, as soon as possible.” (Heller & Hindle, 1998, pg.

304) XYZ has been plagued by rumors of lay-offs, organizational changes and promotions. Management has been consistently waiting to release information until the last minute, demotivating employees even further since most of them have already heard the rumors that have proven accurate in the past.

However, 62% of those polled felt that they understand the organization's mission, vision and values. It is somewhat puzzling why employees would feel that the rationale behind all the important decisions is not communicated; however do understand the direction of the organization. The correlation between the two questions is 0.467, which indicates that about half of the people answered the questions similarly. The inquisitive nature of employees and a strong impact of the grape vine can contribute to the perceived understanding of company's directions. Concisely, employees think they understand what the company is doing, but feel that they must put in extra work to gather that information.

Micromanagers tend to pick away at any form of responsibility from individuals, but even more importantly, they elicit a sense of mistrust between the manager and employee. "Too much management robs employees of a sense of personal responsibility, pride, and self-esteem. In fact, recent research indicates that perceived lack of control is a primary cause of coronary heart disease. In some traditional, demotivating organizations, it seems as if the only control employees have over their work is withholding effort." (Spitzer, 1995, pg. 56) Employees feel they must constantly look over their shoulder and become afraid of their own shadow, disabling them from taking

calculated risks and leading innovative initiatives. In polling employees at XYZ, it is evident that micromanagement is not a major factor of employee motivation, with only 18% of the workforce feeling that they are micromanaged. However, with 25% remaining neutral, XYZ must dedicate some effort to eliminate any micromanaging remains.

In Herzberg's study, Company policy was the most demotivating factor, almost three times demotivating as any other. The assessment of company policy fell on a vague question about the senior leadership at XYZ. The survey attempted to ascertain employee's position by stating: I like the way XYZ runs the company. In response to this question, only 23% agreed, over 40% were indifferent, and 36% disagreed. In the last five years, the company has been going through many changes in both organizational structure and operational systems. While a natural resistance to change was imminent, the systems adopted have not improved operations years after implementation. Employees constantly ridiculed the new forecasting system that has now been in place for four years and were almost ecstatic when upper management took the fall for significant budget shortfalls. Since then, the system has begun major overhauls and relentless improvements, but due to its preceding reputation has become ineffective.

Perhaps the largest demotivator at XYZ is its implementation of the Six Sigma culture. Upon its introduction, Six Sigma was forced upon a majority of employees by a mandatory weeklong training and subsequent "cost savings" certification requirements. The rest of the workforce was extremely reluctant to dive into a culture they did not

understand. Six Sigma was not explained in a way that could pertain to the employees working at XYZ because they were told that they had no choice in the matter. Its principles were not adaptive, and instead made the business adjust to overcome the hurdles involved with being a Six Sigma company. Senior leadership at XYZ and its parent company, failed to communicate the benefit of Six Sigma culture to the average employee.

The strongest indicator of a demotivated workforce came from the following comment: “The only motivation I have comes from within me! This company demotivates people!” An employee who is obviously dissatisfied with the direction of the company quoted:

WE ARE BEING MANAGED TO BE ABLE TO CLOSE THE DOORS TO THE COMPANY AT ANY TIME. PROMOTIONS AND MONEY GOES TO MANAGEMENT THAT COULD NOT MANAGE THEIR WAY OUT OF A WET PAPER BAG. MOST ARE COMPLETELY CLUELESS ABOUT WHAT IT TAKES TO KEEP THIS PLACE OPEN. KISSING THE CUSTOMER'S BEHIND IN THE LONG RUN WILL BACKFIRE. UPPER MANAGEMENT IS ONLY INTERESTED IN WHAT GETS THEM THE BIGGEST BONUS IN THE CURRENT QUARTER. THEY HAVE NO LONG RANGE VISION OR PLANS FOR THE COMPANY. OUR MAJOR PRODUCT [LINES] ARE [IN THE PROCESS OF] OUTSOURCING. YOUNG FOLKS LOOKING FOR A CAREER ARE LEAVING XYZ TO FIND A VIABLE PLACE TO START A CAREER. WORKING HERE IS BETTER THAN BEING UNEMPLOYED, BUT NOT MUCH.”

XYZ is facing a changing world that stems from “Bungee cord presidents” to outdated facilities. Customer satisfaction and on-time delivery must not overshadow the aging, underappreciated workforce at XYZ. Senior leadership is not in position long

enough to care about the fate of the facility. “*Rosenbluth Travel COE Hal Rosenbluth, has done what some might consider going way out on a limb by titling his book The Customer Comes Second. He means after his employees.*” Companies that do not care and do not take care of their employees end up struggling to put out quality product with a demotivated workforce. (Hadden, 2001, pg. 88) The management at XYZ must recognize and prioritize demotivational pitfall within the company, and address them as soon as possible. Only then, can they move on to motivating factors described in the next section.

MOTIVATING FACTORS

There is a myriad of publications that describe the motivational theory behind the management of employees. From the early publications of Maslow, Herzberg, Vroom and McClelland to the likes of Kriegel and Brandt, Spitzer, Heller and Hindle, and Catlette and Hadden, authors repeat the call to motivate repeatedly. While the consensus on hygiene or demotivational factors is at times absent, the call for motivational improvement encompasses all pertaining literature. Employers must be relentless, satisfying the needs of their employees in every category.

Spitzer combines Herzberg and McClelland's motivational factors with his own model. (Spitzer, 1995, pg. 66) Together, Figure 4 and 5 illustrate the relationships between Spitzer's "Motivators", Herzberg's hygiene and McClelland's needs.



FIGURE 4 SPITZER'S DESIRES AND MOTIVATORS



FIGURE 5 MCCLELLAND'S NEEDS

All of the factors described above can be used to identify the motivational requirements at XYZ. The authors of *A unified model of employee motivation* remind management to incorporate three sets of variables – “the characteristics of the individual, the characteristics of the job and the characteristics of the work environment” when attempting to motivate employees. (Darren et al., 2006, pg. 303) Their model shows that blindly applying motivators to a workforce would not have the immediate positive effects desired by senior leadership. They encourage managers to apply their model, described in Figure 3, to each individual and customize their motivational techniques appropriately. While the results of the survey summarize the feelings and attitudes of only a small but significant sample of the population, they will indicate the most important focus points.

Consequently, management must focus on these points in more detail, and attempt to dig further into the cognitive state of the employee.

Fifty five percent of the survey respondents indicated that they are challenged at work, however only 13% of them strongly agree. On the surface, these numbers seem normal, yet 45% of employees at XYZ need work that is more challenging. Individuals, who have a predominant need to achieve, feel almost starved of activity when not challenged. While they might be content for some time within their comfort zone, they will ultimately need a greater sense of achievement and accomplishments to be productive throughout their careers. Employees need to experience greater activity levels in order to stimulate their senses and escape the mundane details of the work environment. As described earlier, in the Introduction, the context of the work itself must be stimulated. Employees at XYZ are expressing their dissatisfaction with the context of their work – while they are not necessary complaining that the work they do is too simple and repetitive, they are expressing their concerns over the variety, activity level and finally enjoyment they derive from working.

Making choices lets the individual feel both competent and powerful. Employees have a sense of ownership over their personal lives, and they must have a strong sense of ownership over their careers. Power and a sense of competency are some of the most essential motivating factors. Throughout their careers, employees seek out approval from their peers and management; this can come in the form of a good performance review, an informal pat on the back, but most importantly from the ability of the employee to

influence others. When presented with a legitimate choice to solve a problem, employees feel empowered to research the issue, make their recommendations, and follow through on the solution. It is very important to give them credit for their hard work, and make their contribution known to all relevant levels of the company. The satisfaction received from the power to change things around the company, and the ultimate feeling of competency will be most rewarding.

Only 41% of employees polled at XYZ feel that management genuinely welcomes their ideas and suggestions. This is a devastating figure to the empowerment level in any organization. Only 6% of those polled strongly agree that their ideas are welcomed. Additionally, 47% of those polled felt that they have influence over their peers, subordinates and management, although only 6% strongly agreed. The message is clear; XYZ management must empower their associates to make important decisions, and listen carefully to the suggestions of the staff. Employees of the dominant baby boomer generation at XYZ “. . . would like to work in a staff where every employee has an opportunity to be involved in at least some aspect of the decision-making process, has a chance to speak and be heard, is trusted and given some control and ownership of the task, and has the flexibility to act on innovative ideas.” (Cannon, 1989, pg. 42)

The language of empowerment is an important tool that must be used by every manager. They should not use unempowering language such as *Should have*, *Can't ever*, *Worst-case scenario*, *I don't want to hear*, *Help me*, *I trust you*, *but* and *My people*. Instead, they must use empowering words to describe the same feelings. Using *What if*, *I*

am listening, Would you help me ...? Try it and finally *WE* send a message of trust, confidence and positivity, creating self-awareness and growth.

Training helps an employee maintain their level of self worth, and fulfills their curiosity. Without training, new challenges and variety employees feel stagnant and soon thereafter feel like they are trapped in their current situation. This feeling will either force them to look for something different and focus on the search rather than the job, or attempt to coast through the job without growth and self-realization until the end of their remaining careers. Eighty four percent of employees at XYZ like to take training that pertains to their field of expertise. Only 30% of them feel that the training offered at XYZ helps their career. In recent years training budgets at XYZ for attending classes, seminars and conferences have been cut tremendously, and have been replaced with numerous training courses pertaining to the newest policy changes or the current management trend.

This lack of relevant training is causing a widespread stagnation within the professional community at XYZ that is unable to use the latest technology to improve current products and processes. “. . . *It is imperative that an individual is taught the necessary skills before you encourage the next career move.*”(Heller & Hindle, 1998, pg. 339) Training must be focused on enriching and furthering the career of each employee; courses that focus on sustaining the current levels of subject matter knowledge, demotivate employees with their lack of variety and originality. While some training classes are essential (safety, security, etc...), they must be combined with a balanced

amount of enriching, stimulating and growing training programs. *“Learning is motivating only if, as a result, employees feel more competent – but unfortunately, too many employees do not. Sadly, many employees find company-sponsored training programs uninteresting, irrelevant, and even threatening to their self-esteem.”* (Spitzer, 1995, pg. 75)

Appreciation for a job well done goes hand in hand with encouragement. According to Spitzer (1995), employees rated appreciation as their number one motivator, while management rated it as number eight! Few managers realize how much an expression of appreciation means to employees, satisfying their needs for recognition, achievement, competence and many others. *“As employees strive to attain goals and to improve their performance, they want to feel that significant others have confidence in them.”*(Spitzer, 1995, pg. 77)

When filling out the survey, employees at XYZ expressed their dissatisfaction with management, indicating that only 22% of them receive even the slightest amount of appreciation and recognition for a job well done. Recognition can take on different forms, from financial rewards such as bonuses and performance-based incentives, to non-financial rewards such as gifts and privileges, vacations, special events and more. *“Achievement is its own reward- but it is never enough. Achievers also want recognition. Even a simple ‘Thank You’ is an important, underused reward that costs nothing.”*(Heller & Hindle, 1998, pg. 345)

Sixty Five percent of survey respondents indicated that they did not receive non-financial rewards while working at XYZ. Current policies at the company allow for limited flextime (some flexible hours, limited ability to makeup time), however most employees feel that it is not a significant reward. Recently, the company announced that it looked over the 9-80 workweek proposal and rejected it based on its inability to decrease costs. When questioned on why the company was overlooking the 9-80 workweeks' ability to increase morale, the company president answered that current flextime policies could be used to implement a similar schedule with the help of first line management. Unfortunately, first line managers do not feel empowered to make such drastic company policy decisions, and therefore eliminate any hope of change. The 9-80 workweek may not be rewarding for every employee, however management's sheer dismissal of the idea, and their inability to effectively communicate the reasons behind the decision, serves as a strong demotivator to all employees.

The concept of appreciation applies significantly to the baby boomer generation. *"Because baby boomers are highly individualistic, each has a strong desire to be recognized for his or her specific contribution... ... Baby boomers also want recognition to be appropriate to their needs."* Recognizing families that suffer the demands of a high-paced work environment goes a long way in showing appreciation and recognition. *"Employers can recognize employees' families by holding lunches, sending flowers to spouses, organizing parties for children and conducting tours of the facilities."* (Cannon, 1989, pg. 42)

During the prosperous times of XYZ, at the height of the cold war, family gatherings on company grounds were welcomed by both employees and their families. Due to declining budgets and heightened security, XYZ has been declared off limits for families. Within the past few years, management has been determined to bring them back into the facility, overcoming many obstacles. Employees felt great pride while showing their children their place of work, and sharing the stresses and rewards of their “hard day’s work” with their families. Additionally, some summer internship positions within the company have been given to employees’ children. This has been a good leadership decision; management must build on this foundation and keep looking for ways to involve employees’ families into their life at work.

When at home, individuals take great pride in the knowledge and experience they pass on to their children. Their sense of competency, achievement and power are heightened since they determine the disposition of their children’s future. In the workplace, this same concept can be applied by mentoring younger employees. The knowledge transfer at XYZ is essential to the company’s survival, and it can serve as a great motivator. Forty six percent of employees polled at XYZ would like to mentor a new employee; 32% felt neutral about it. There is no official mentoring program in place at XYZ. Even though unofficial mentoring is a part of everyday learning experience for new employees, a clear company initiative on a formal mentor/protégé relationship would encourage greater participation in the process. The company should not introduce a wide array of checklists and other administrative tools, but rather commit company time to build relationships and achieve knowledge transfer milestones.

XYZ's management can pick out of a wide array of motivational techniques when attempting to influence employees. It is important to reemphasize that they must approach each individual in the company uniquely. They must assess their greatest motivational needs, and address the most pressing ones first. Most importantly, they must incorporate motivation into their daily routines, and set priorities for motivational objectives. The company must provide the means to motivate by both stressing its importance in company policies and making time and money available to first line managers.

Motivation is like food for the brain. You cannot get enough in one sitting.

It needs continual and regular top ups.

- Peter Davies

TAKEAWAY DISCUSSION

Motivation must come from within all levels of a company. From senior leadership, to assembly-line workers, employers and employees alike must keep motivation on the forefront of their responsibilities. The greatest burden to motivate falls on the hands of upper management levels, which sets the strategic direction of the company. Lower level employees must then buy into the culture, and pass it on further. *“Motivation can be sustained only if it is built into the organization itself. This way, motivation will no longer be subject to the whims of people or the initiation of new programs that come and go.”*(Spitzer, 1995, pg. 7) The observations below are merely suggestions to improve and sustain motivational levels at XYZ. As postulated throughout this research, a thorough individual motivational study should be conducted on every employee working at XYZ.

SENIOR LEADERSHIP

Senior leadership must set the motivational standard in any company. Miscommunication, misunderstanding the company’s direction, withholding information, low compensation, confusing company policies (performance review process) and lack of feedback were indicated as the predominant demotivational factors at XYZ. Senior leadership must address the following factors with indicated priorities.

Priority 1	Improve communication and involve employees in decision-making process.
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The explanation of new management movements, the likes of Six Sigma and the newest supply-chain-management processes need to come from the highest levels of

leadership, with interactive demonstrations on the benefits of such programs. In addition, senior leadership must evaluate new programs against unique facilities, and convey the message of improvement to the whole workforce. Furthermore, they must provide employees with choices regarding the new process, involving workers from all levels of the totem pole. Employees must feel a sense of ownership to these new process ideas, and would benefit when actively participating in forming concepts and executing their innovations. To further facilitate innovation ownership in the workforce, do the following. Give each employee a “trump card” that they are able to use once a year. This card gives them the ability to implement an idea immediately (within a predetermined cost to the company). “This will give them a tremendous sense of empowerment, even if they never use it!” (Spitzer, 1995, pg. 128)

Priority 2	Squash rumors and keep the information flowing.
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With facility relocation a real, but perceivably distant possibility, management must keep employees apprised on all new developments in real time. When an important decision has been made, management cannot take their time to disclose the details. They must address the various aspects of the employees’ concerns, and establish an easy method of gathering information. The same principles should be applied to organizational changes, downsizing, hiring, staff retention and any other factors that may affect a large population of the workforce. One good idea is to implement regular question-and-answer sessions with multiple levels of management that would be able to keep the information flowing in both directions. Furthermore, senior leadership can visit

various levels of the facility to ask and answer questions. The higher visibility will help dissolve the notion that senior leadership is “out-of-touch”. The introduction of professional “marketing” communication publications or bulletins helps deliver the message of change, and demonstrates a strong commitment from senior management to the new initiative.

Priority 3	Renovate the appraisal process.
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“The true objective of appraisal systems is not to blame, reward, or praise, but to develop. In some progressive organizations, the appraisal is not labeled as such, but is called a “personal development plan” or something similar.”(Heller & Hindle, 1998)

Senior management at XYZ must reinvent the demotivating appraisal process and adopt employee-coaching concepts. Employees must recognize that the new appraisal process serves as a gate of improvement communication between employers and employees, and use it to propel their careers forward. Senior management must be very clear when giving instruction on filling out the appraisal – it must serve as a motivational tool, and be devoid of blame. Additionally, they must offer training to line managers that teaches the tools of successful communication, and successful appraisal writing.

A radical appraisal process is developed by a very successful company, Whole Foods, and is outlined below:

AT WHOLE FOODS MARKET, THE BASIC ORGANIZATIONAL UNIT IS NOT THE STORE BUT THE TEAM. SMALL, EMPOWERED WORK GROUPS ARE

GRANTED A DEGREE OF AUTONOMY NEARLY UNPRECEDENTED IN RETAILING. EACH STORE CONSISTS OF ROUGHLY EIGHT TEAMS THAT OVERSEE DEPARTMENTS RANGING FROM SEAFOOD TO PRODUCE TO CHECKOUT. EVERY NEW ASSOCIATE IS PROVISIONALLY ASSIGNED TO A TEAM. AFTER A FOUR-WEEK WORK TRIAL, TEAMMATES VOTE ON THE APPLICANT'S FATE; A NEWBIE NEEDS A TWO-THIRDS MAJORITY VOTE TO WIN A FULL-TIME SPOT ON THE TEAM. THIS PEER-BASED SELECTION PROCESS IS USED FOR ALL NEW EMPLOYEES, INCLUDING THOSE HOPING TO JOIN TEAMS AT WHOLE FOODS' HEADQUARTERS, SUCH AS THE NATIONAL IT OR FINANCE SQUADS. THE UNDERLYING LOGIC IS POWERFUL IF UNCONVENTIONAL: WHOLE FOODS BELIEVES THAT CRITICAL DECISIONS, SUCH AS WHOM TO HIRE, SHOULD BE MADE BY THOSE WHO WILL BE MOST DIRECTLY IMPACTED BY THE CONSEQUENCES OF THOSE DECISIONS.(HAMEL, 2007)

Priority 4	Cater to the needs of the aging workforce.
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When employees are sick, whether at work or at home, the productivity suffers. Feeling ill occupies the mind of an individual at work and hinders their ability to be innovative and creative. As the workforce ages, their health deteriorates. According to the center for advancement of health, the majority of U.S. adults "...reported some degree of physical or mental infirmity that kept them from being completely healthy." (Ham, 2002) In today's health conscientious society, it is impossible for any company to ignore the trend. A nameless Midwest company shows employees that health pays. The company pays for yearly physicals and gym memberships. Additionally, they pay bonuses each month to employees who do not smoke, have normal blood pressure, good

cholesterol levels, and an acceptable body-mass-index (BMI). The annual physical serves as an indicator to the conditions that warrant a bonus. Companies do not have to use monetary incentives to entice employees to be healthy. On-site gyms can motivate employees to exercise before or after work. Another Midwest company hired a personal trainer and nutritionist from a local gym, to lead a companywide health initiative, investing \$300,000 into a new gym at the plant. Incentives such as vacation, perks, celebratory picnics and other cost averse rewards can be used to motivate employees to lead a healthy life, and give their all at work.

FIRST LINE MANAGEMENT

Priority 1	Appraise employees carefully and often.
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In order to avoid a lingering grudge, first level supervisors must conduct informal appraisals of employee's performance within reasonable periods. They must discuss the successes of the individual's performance, and positively coach the employee to improve on their weaknesses. Additionally, the manager must gain feedback on the appraising process, and improve on good suggestions. "Performance appraisal is one of the most generally despised aspects of organizational life... ...One prominent observer has gone so far as to identify traditional performance appraisal as the most powerful inhibitor of quality and productivity in the Western world!" (Spitzer, 1995, pg. 158) Put employees at ease by establishing an informal venue for the appraisal, and sitting next to them as opposed to across to create a friendly dialog atmosphere. Always start appraisals by discussing the progress made and success achieved. First line managers must ask direct

questions such as “Am I doing anything that hinders your performance?” or “Have you any ideas about how you can improve or develop yourself as a team member?” or “Can I do anything to help you perform better?” They must discuss development opportunities and set realistic but challenging goals for both themselves and the employee.(Heller & Hindle, 1998, pg. 327) During the appraisal process, managers must assess employees’ motivation and collect data on their needs and behaviors to be used in their model of motivation.

[BABY BOOMERS, IN PARTICULAR,] LIKE TO KNOW WHERE THEY STAND. BOOMERS WANT MANAGERS TO LEVEL WITH THEM – EVEN WHEN THE NEWS IS NOT GOOD. THEY WANT TO KNOW IF THEY ARE DOING A GOOD JOB AND WHAT THE POSSIBILITIES ARE FOR PROMOTION. THEY ALSO WANT TO KNOW IF THEY ARE DOING A POOR JOB SO THEY MAY GET THE HELP THEY NEED TO IMPROVE THEIR PERFORMANCE OR CONSIDER ALTERNATIVES. THEY FEEL THEIR EMPLOYERS HAVE A RESPONSIBILITY TO PROVIDE THIS INFORMATION.(CANNON, 1989)

Priority 2	Empower employees to run their lives at work.
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First line managers must empower employees to take over the tasks and processes that are important to them. Managers at XYZ must understand that most employees have a wealth of experience, and encourage them to lead projects with that experience. They must not make indiscriminant changes or attempt to establish control by undermining processes already in place; instead, they must facilitate change by asking for suggestions

and quickly acting on them. Assigning a high-visibility project to a demotivated employee, will invoke their sense of ownership and responsibility. Giving them unprecedented choice over the implementation and final outlook of the project will sustain their motivation at a high level. Additionally, managers must provide the three R's of empowerment as described in **EMPOWERING EMPLOYEES**. They must treat employees with *Respect*, don't neglect their need for *Resources* to do their jobs, and *Reinvest* in them. Asking people what they think, what they need, and what they want, will motivate employees, increase the customer base and build sustainability into the organization. *"The act of asking shows respect, allows you to provide resources, and helps you reinvest in the most valuable bottom line you've got: the human one."*(Meredith, 2000, pg. 102)

It is extremely important to reward employees for a job well done. Incessant non-monetary rewards demonstrate management's appreciation in the strongest way. Recognition of employees' efforts is intrinsic to a sustainable motivation level. In every motivational model described earlier, recognition serves as the active ingredient. It must take multiple forms: email, in person, on the phone, in front of peers and in front of senior leadership. One simple, but powerful way of recognizing employees is: when running into senior leadership while in the company of an employee deserving recognition, introduce him/her to them and praise his/her achievements. Instead of writing a praising email, managers should put their thoughts on a card, so that employees can share their praise with family and friends.

Priority 3 Provide learning opportunity for your staff.

Managers must plan the training plans for their staff that pertain to their field of expertise. Additionally, managers must plan for the introduction of new dexterities and coach their staff to be proactive in learning new skills. They must filter out the training that is non-essential to the employee's success at the company and insist on tipping the training balance into skills training. For example, if company policies call for 40 hours of safety, security and other sustainable training programs, management must plan for 80 or more hours of new skill training that applies to the employees' job directly. Cross training is another essential tool for managing employees. It accomplishes two tasks – the company can weather the sudden departure of any individual and employees gain valuable skill and experience in multiple disciplines within the job. It is important to provide a formal cross-training program, as opposed to an informal “backup” structure. Employees must feel ownership of all the programs that they are cross-trained in, and should actively participate in the triumphs and tribulations of all their assignments.

Priority 4 Communicate effectively with your staff.

Managers must make time available to communicate with their staff. If their schedules are busy, they must set aside time for at least one face-to-face discussion per week. During this time, they must be genuine, friendly and positive. The discussion's focus should be on work problems and aspirations as well as their personal life tribulations. *“Have one-on-one conversations with employees, ask them what they*

enjoy doing, build on their strengths and take the time to coach and develop them.”
(Jacqueline, 2006) An employee who is having some problems in their personal life might exhibit lower motivation and performance levels. It is important for the manager to determine their state of mind, and offer help or advice, following through on any commitments promptly. Managers should always follow up a verbal thank you with a written note; handwritten notes tend to be most effective.

*The greatest motivational act one person
can do for another is to listen.
- Roy Moody*

Priority 5	Assess individual motivational needs and motivate accordingly.
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The manager must continuously assess each individual's reactions and behaviors. They must document their findings so that they are able to refer to them during the times of change, task assignment, or appraisal process. Using the concepts described earlier, managers must be vigilant in identifying unique personalities of employees that work for them and catering their management styles to each employee. They must prioritize this assessment within their realm of work and emphasize this aspect of the job to themselves while planning their day. Managers must motivate themselves to motivate. “Staff will not commit to an uncommitted manager, so it is important that you motivate yourself as well as others. Consider the question, ‘Am I committed to my objectives and my staff?’ The amount of energy you put into your work will indicate your level of motivation.” (Heller & Hindle, 1998, pg. 303)

Tailor the motivational techniques and management styles based on each person's needs and career progression. The illustration below, borrowed from Heller & Hingle's *Essential Manager's Manual* demonstrates the necessities of recognizing differences between employees' needs and wants. "To achieve the best results from each individual, it is important that you recognize his or her specific motives and treat people on their own merits." (Heller & Hindle, 1998, pg. 317)

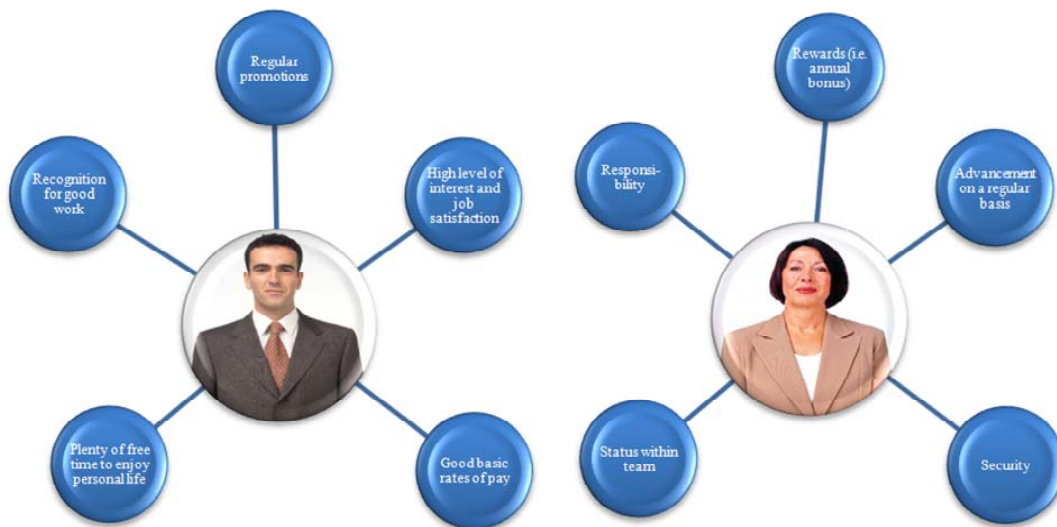


FIGURE 6 NEEDS OF A YOUNG WORKER VS. NEEDS OF AN EXPERIENCED WORKER²

² Copied from Heller, R., & Hindle, T. 1998. *Essential Manager's Manual* (First American Edition ed.). New York: DK Publishing. Page. 317

Priority 6	Add fun and variety to work.
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Unlike previous generations, Baby Boomers, Xers and Nexters expect to have fun at work. Baby boomers were the first generation to insist that work be fun. Management cannot ignore the positive motivational gains when employees enjoy their work environment, and are able to escape repetitive tasks. Fun at work builds healthy teams, positive attitudes and happy, productive employees. As described earlier, the tasks of work are boring and repetitive; however, the context can be improved with the right approach.

Managers must ensure that the environment at work is conducive to a healthy relationship among employees, and to a productive fun atmosphere. Having fun does not mean play, instead incorporating fun into the work. Employees must enjoy their time at work, and must enjoy the type of work they do. Their work requires relationship building with their peers, and people management both upstream and downstream. They will enjoy their work in an environment where they are able to get the most out of each relationship and truly enjoy the tasks that they must do. This concept includes the various activities that are essential to the creation of this environment: surprises, celebrations, humor, parties, treats, public recognition and other creative expressions.

The concept of surprises deserves special attention. Every person likes positive surprises. Whether it is a small gift, a cup of coffee, a pat on the back, or 2 hours off work, people love to be surprised. If they feel that a surprise can come at any time, they

will be more excited and happier. Their curiosity and emotional level of excitement will directly influence their productivity.

Engaging employees both in their professional and personal lives will encourage emotionally healthy individuals that will transform their abundance of energy into a healthy, productive company that makes money and continues to grow. “Once the ‘Fun is Good’ philosophy is instilled in your organization, you’ll have upbeat, motivated employees who will provide superior customer service. As an employee, you’ll enjoy your job more if you feel like you’re helping others have fun.”(Veek & Williams, 2005, pg. 183)

PEERS

When working, peers cannot ignore the needs of motivation around them. Even though they need motivating, they must play a role in motivating those that help them in their everyday professions. Every person that an employee interacts with is an internal customer. The attitude towards every individual must be no different from any other individual in any position within a company. Building strong relationships with everyone around the office will help employees navigate through the maze of corporate procedures and policies. In fact, employees should pretend that every person they meet is wearing a pin that says: “Please make me feel important”.

Mutual respect will ensure that employees are helping to motivate each other, and will translate into large rewards for the individuals and the company. Although peers

cannot remove demotivators from the environment, their help and unequivocal support can motivate others to continue working with great enthusiasm and purpose. The success of the company helps every employee to stay employed, and enjoy rewards of a successful, growing and rewarding company.

CONCLUSION

The employees at XYZ are well motivated. This fact has been apparent from observing their work ethic over the years, and had been further confirmed by the survey results. As in every organization, there are numerous areas of improvement, and endless opportunities for motivation. There is a large population at XYZ that needs a push in the right direction, the removal of demotivating factors, and the introduction of motivators. The most important motivational factors that have been outlined in this research, will guide the company leaders, managers and all other employees to a better, healthier work environment.

The focus of this research was the motivation of the aging generation; the baby boomers. Their motivational requirements were not far different from those of the X and Y generations. They were the first generation to warrant a change in management theories, and continue to push for new management strategies. The introduction of two new generations into the workforce solidifies the need for boomers to establish their dominance in the workplace, and pass the torch to new generations, as they are ready to retire. The reinforcement of their positions can be established with numerous demotivational and motivational techniques outlined in the Results section on page 36.

The most important point, however, can come from motivational research of the whole organization. It is not entirely important to discern motivation by groups of age or sex or other denominations, but rather by the individual personalities in the company. Management must focus on assessing the demotivator/motivator levels of their subordinates and cater to the positive resolution of demotivator, and focus endless amount of energy into motivators. When a company is able to provide an environment, which even to casual observer seems – motivational – it will blossom into a profitable, growing and resilient organization.

*If people are coming to work excited . . . if
they're making mistakes freely and fearlessly
...
if they're having fun . . . if they're
concentrating doing things,
rather than preparing reports and going to
meetings - then somewhere you have
leaders.*

- Robert Townsend

APPENDIX A. SURVEY

EMAIL ADDRESS TO SURVEY PARTICIPANTS:

Dear survey participant,

You are being asked to take this survey in order to participate in a study about “Working at XYZ”. The study will be used to complete my Masters Degree Thesis. The survey is completely anonymous.

Please complete this survey on your own time. This should not take any more than 5 minutes of your time. Again, I thank you for taking your time to help me with my research. Please complete the survey by August 10th. My deadline for graduation is September 30th.

Completion of this survey is voluntary and you may quit at any time. By completing this survey, you are giving your consent to participate in this study.

Upon completion of this survey, data will be gathered, analyzed and presented in a research paper. Please feel free to contact me for a copy of the completed paper.

Thank You very much for taking your time to complete this survey,

Eugene Kheyfets

SURVEY INTRODUCTION

You are invited to participate in my survey “Working at XYZ”. In this survey; approximately 100 people will be asked to complete a survey that asks questions about their experiences at XYZ. It will take approximately 5 minutes to complete the questionnaire.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for me to learn your opinions.

Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at anytime about the survey or the procedures, you may contact Eugene by phone or by email.

Thank you very much for your time and support. Please start with the survey now by clicking on the **Continue** button below.

SURVEY LAYOUT

I am not challenged at work. *

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

I am fairly compensated for what I do. *

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

FIGURE 7 SURVEY QUESTION EXAMPLE

<p>I am *</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p>
<p>I am *</p> <p><input type="radio"/> Below 25 years of age</p> <p><input type="radio"/> 26-30 years of age</p> <p><input type="radio"/> 31-35 years of age</p> <p><input type="radio"/> 36-40 years of age</p> <p><input type="radio"/> 41-45 years of age</p> <p><input type="radio"/> 46-50 years of age</p> <p><input type="radio"/> 51-55 years of age</p> <p><input type="radio"/> 56-60 years of age</p> <p><input type="radio"/> 61-65 years of age</p> <p><input type="radio"/> Greater than 65 years of age</p>
<p>I have ____ years of experience in my current field of expertise *</p> <p><input type="radio"/> 1-5 years</p> <p><input type="radio"/> 6-10 years</p> <p><input type="radio"/> 11-15 years</p> <p><input type="radio"/> 16-20 years</p> <p><input type="radio"/> 21-25 years</p> <p><input type="radio"/> 26-30 years</p> <p><input type="radio"/> 31-35 years</p> <p><input type="radio"/> 36-40 years</p> <p><input type="radio"/> More than 40 years</p>

FIGURE 8 DEMOGRAPHIC QUESTIONS

TABLE 2 SURVEY QUESTIONS

Question #	Question Description
1	I have spent the majority of my career at XYZ.
2	I enjoy working at XYZ.
3	I'm not challenged at work
4	I am fairly compensated for what I do.
5	I have a good relationship with my peers.
6	I receive non-monetary compensation working at the KCP (i.e. flextime, telecommuting, concert tickets, sport event tickets...)
7	I have a good relationship with my boss.
8	I am generally a happy person.
9	I am happy with the progress I've made in my career.
10	I do not have opportunity to grow working at XYZ.
11	The training offered at XYZ helps my career.
12	I would like to mentor a new employee.
13	I am proud of the work I do here.
14	I have all the tools I need to successfully do my job.
15	I don't like the work/life balance culture at XYZ.
16	I get regular feedback from my boss.
17	The manager's assessment of my accomplishments is accurate and recognized.
18	I receive a great deal of encouragement and recognition.
19	The manager timely and clearly communicates improvement needs.
20	I am proud to work at XYZ.
21	I feel motivated to work.
22	I am being micromanaged.
23	I have a clear understanding of the organization's mission, vision and values.
24	I feel secure in my job.
25	I like to take training pertaining to my field of expertise.
26	I feel that management genuinely welcomes my ideas and suggestions.
27	I'm going to finish my career at XYZ.
28	I can't wait to retire.
29	Management explains to employees the rationale behind all important decisions.
30	I like the way Honeywell is running this plant.
31	My family life affects my performance at work.
32	I have influence over my peers, subordinates and management.
33	I am male/female
34	I am ____ years old
35	I have ____ years of experience in my current field of expertise

APPENDIX B. RECOMMENDED READINGS

Bowels, K. B. a. S. 1998. *Gung Ho!* (First ed.). New York: William Morrow and Company, Inc.

Darren, J. E., Andrew, M. T., & David, S. W. 2006. Towards a Unified Model of Employee Motivation. *Strategic Change*, 15(6): 295.

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Heller, R., & Hindle, T. 1998. *Essential Manager's Manual* (First American Edition ed.). New York: DK Publishing.

Hadden, B. C. a. R. 2001. *Contented Cows Give Better Milk*. Germantown: Saltillo Press.

Spitzer, D. R. 1995. *Supermotivation: A Blueprint for Energizing Your Organization from Top to Bottom*. New York: Amacom: American Management Association.

RAW DATA

TABLE 3 DATA DISTRIBUTION

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q2	13%	62%	14%	9%	3%
Q3	13%	43%	22%	17%	5%
Q4	7%	44%	21%	20%	8%
Q5	46%	50%	3%	0%	1%
Q6	3%	32%	23%	24%	18%
Q7	23%	50%	14%	9%	3%
Q8	33%	61%	6%	1%	0%
Q9	13%	47%	19%	20%	1%
Q10	6%	36%	26%	22%	11%
Q11	4%	26%	32%	30%	9%
Q12	5%	41%	32%	18%	4%
Q13	35%	48%	13%	3%	1%
Q14	9%	54%	21%	14%	2%
Q15	11%	48%	26%	10%	5%
Q16	8%	39%	20%	24%	9%
Q17	10%	34%	22%	26%	9%
Q18	3%	18%	28%	38%	13%
Q19	7%	32%	29%	22%	11%
Q20	18%	53%	21%	6%	2%
Q21	13%	53%	20%	9%	4%
Q22	7%	12%	25%	37%	20%
Q23	12%	50%	22%	14%	1%
Q24	15%	49%	22%	9%	4%
Q25	37%	47%	11%	5%	0%
Q26	6%	36%	32%	20%	7%
Q27	23%	39%	22%	11%	5%
Q28	24%	22%	32%	18%	5%
Q29	3%	13%	24%	45%	14%
Q30	4%	19%	41%	27%	9%
Q31	7%	42%	22%	24%	5%
Q32	6%	41%	38%	14%	2%

TABLE 4 RAW DATA Q1-Q10

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	1	2	5	4	1	4	3	1	4	1
2	1	2	2	2	1	4	2	1	2	1
3	1	2	2	3	2	4	2	1	3	1
4	1	2	4	4	1	3	4	2	4	1
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148	2	3	3	4	2	4	2	2	3	3
149	1	2	2	3	2	2	1	2	2	2
150	1	2	4	3	2	3	2	2	3	4
151	1	2	2	2	1	5	1	1	1	2
152	1	2	3	4	2	4	4	3	4	4

49	4	2	2	2	4	3	4	4	4	3
50	2	2	1	1	1	2	1	2	2	1
51	2	2	3	4	4	2	4	4	4	3
52	2	5	2	1	3	1	2	2	1	2
53	3	5	1	2	5	1	1	1	2	2
54	2	4	2	2	2	2	4	4	3	2
55	2	4	5	5	4	4	3	4	3	4
56	3	4	3	2	2	2	3	3	2	2
57	4	2	1	1	2	3	2	2	3	2
58	3	4	2	2	2	2	2	3	3	2
59	3	2	3	4	3	4	5	4	4	3
60	4	4	1	3	3	4	4	4	4	1
61	4	1	1	3	4	5	5	5	5	3
62	2	3	3	2	2	3	2	3	2	3
63	2	2	1	1	3	2	2	2	2	2
64	2	2	1	1	1	2	4	3	3	1
65	1	2	1	1	2	1	1	1	1	1
66	4	4	2	2	2	3	4	5	3	3
67	2	3	2	1	3	3	3	3	3	2
68	3	3	1	1	1	1	1	2	2	1
69	4	2	2	3	2	3	3	4	3	3
70	3	5	2	4	5	4	5	5	5	3
71	4	3	2	2	2	3	2	4	3	3
72	3	3	2	2	3	2	2	3	3	2
73	3	2	2	2	2	2	2	3	2	2
74	3	2	1	2	2	1	2	2	2	1
75	3	3	2	2	3	3	4	4	3	3
76	3	2	2	2	2	2	2	3	3	2
77	1	1	1	2	2	2	2	4	1	1
78	3	4	2	3	2	4	3	4	2	2
79	3	3	1	2	2	3	2	3	2	2
80	2	3	2	2	2	3	3	4	3	2
81	2	1	1	2	2	2	2	3	1	1
82	2	3	4	2	2	2	3	4	4	2
83	3	2	1	2	3	2	4	2	3	1
84	5	4	1	1	1	4	4	3	2	1
85	2	3	2	2	2	3	4	3	3	2
86	3	2	2	2	3	3	3	3	4	2
87	5	2	1	2	3	5	4	5	5	2
88	2	4	3	3	2	2	2	4	2	3
89	4	3	4	3	3	5	5	5	5	5
90	4	3	2	2	4	2	4	4	2	2
91	4	4	2	3	3	2	3	2	2	2
92	4	2	1	4	2	3	5	4	4	2
93	4	2	2	2	2	2	3	4	3	2
94	5	2	4	4	5	2	5	5	1	3
95	4	2	2	3	3	2	2	2	2	2
96	4	2	1	4	5	4	2	4	4	2
97	3	4	2	2	2	2	2	3	2	3
98	4	3	2	3	3	2	4	4	4	2
99	2	3	2	3	1	4	2	4	2	3
100	3	3	2	2	4	2	2	2	2	2

101	2	2	2	2	2	2	2	2	2	2
102	2	2	1	3	3	2	2	1	2	1
103	2	2	1	1	1	1	1	2	2	1
104	3	2	1	3	2	2	3	2	2	1
105	3	2	3	3	2	3	3	3	3	3
106	5	4	3	4	3	4	5	4	5	4
107	2	3	2	2	3	5	4	4	4	2
108	4	1	1	4	1	4	4	4	4	3
109	4	4	2	2	2	3	2	3	4	3
110	2	3	2	3	3	2	3	4	3	2
111	3	2	2	4	2	4	4	2	3	2
112	3	3	3	2	2	3	2	3	3	2
113	4	2	4	2	2	4	4	4	4	3
114	2	5	2	2	2	4	4	4	3	3
115	4	3	2	3	2	3	3	5	3	2
116	3	2	2	2	3	4	4	4	4	2
117	5	5	2	2	2	2	3	5	4	2
118	2	4	2	2	2	2	4	4	2	2
119	3	3	1	2	4	3	2	4	4	2
120	4	4	3	2	2	4	3	5	4	3
121	3	4	2	2	2	1	1	3	2	2
122	5	4	2	4	5	3	4	4	3	3
123	3	3	1	2	2	5	4	4	3	2
124	4	2	1	3	4	5	3	4	5	2
125	2	1	2	2	2	2	2	2	2	2
126	4	2	2	5	5	5	5	5	5	2
127	2	1	2	3	3	2	2	4	3	1
128	4	2	1	2	3	4	3	3	3	1
129	5	4	1	3	3	2	3	4	2	2
130	2	3	1	2	2	2	2	3	2	2
131	3	5	2	2	2	2	2	4	2	3
132	2	2	1	2	1	2	2	4	3	1
133	1	2	1	3	1	1	1	1	1	1
134	1	3	1	2	2	3	3	3	4	1
135	2	2	2	2	2	2	3	3	2	2
136	3	2	2	3	4	2	2	2	3	2
137	3	3	2	2	2	5	4	4	5	2
138	2	2	2	2	4	3	3	4	3	2
139	4	4	3	4	4	2	3	3	2	3
140	3	3	2	3	3	2	2	2	1	2
141	4	3	3	3	3	4	4	3	4	3
142	4	3	2	4	3	4	2	3	4	2
143	4	3	1	2	4	5	4	5	5	2
144	3	2	2	2	3	2	2	3	3	2
145	2	2	1	1	1	5	2	3	3	1
146	3	3	2	4	2	2	2	3	2	2
147	2	2	2	2	2	4	3	3	4	3
148	3	3	3	4	2	2	4	2	2	4
149	3	3	2	2	2	2	2	4	2	2
150	3	2	2	3	3	3	4	3	3	2
151	3	3	2	2	1	1	2	3	2	2
152	3	4	2	2	2	4	4	4	4	2

TABLE 6 RAW DATA Q21-Q30

	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
1	3	5	3	1	1	3	5	5	4	4
2	2	3	2	2	1	2	1	4	5	2
3	2	5	4	2	1	3	3	4	4	3
4	3	3	4	2	1	4	5	5	4	4
5	2	3	2	3	1	3	3	4	4	3
6	2	4	3	2	1	2	3	1	3	2
7	4	4	4	1	4	3	3	4	5	5
8	2	4	3	2	1	2	1	3	3	3
9	2	2	2	3	2	3	2	4	3	3
10	2	4	2	2	2	2	2	4	3	3
11	4	4	3	3	1	3	3	4	4	2
12	2	4	3	3	4	4	2	4	4	4
13	2	4	3	2	2	3	3	2	4	3
14	1	2	2	1	1	4	1	1	4	4
15	2	1	3	2	1	3	4	3	4	3
16	2	4	3	5	2	2	2	1	2	4
17	1	2	2	2	2	3	4	1	2	2
18	2	4	2	1	1	2	3	2	5	4
19	2	3	2	3	2	2	2	2	2	3
20	2	3	3	2	1	3	2	4	4	2
21	2	5	1	2	3	3	1	3	3	2
22	3	3	2	2	2	4	3	3	3	4
23	2	3	2	2	1	2	2	3	2	2
24	4	2	3	5	2	4	3	1	5	5
25	2	3	2	2	2	5	2	3	5	3
26	2	3	2	4	2	3	2	3	4	3
27	3	5	1	1	1	4	2	4	3	3
28	2	5	5	4	1	4	2	1	4	3
29	2	4	2	2	2	2	2	3	2	2
30	5	1	2	4	2	5	2	1	4	2
31	2	5	1	2	2	2	1	3	1	1
32	3	2	3	2	4	4	2	2	4	4
33	2	4	4	3	1	3	2	3	4	4
34	4	1	3	4	2	5	3	1	5	5
35	4	1	4	2	1	4	4	1	4	5
36	2	5	2	2	2	2	2	1	2	3
37	2	5	2	2	1	2	2	2	5	3
38	2	5	3	3	1	2	3	2	4	3
39	1	5	2	2	2	2	2	2	2	2
40	3	3	3	2	2	3	2	2	4	2
41	3	3	2	2	3	2	1	3	4	4
42	2	4	2	2	2	2	2	2	2	2
43	2	4	1	2	2	2	2	4	2	3
44	2	4	3	2	2	1	2	3	4	4
45	2	4	4	4	1	4	4	4	4	3
46	5	3	1	4	3	5	4	1	5	5
47	2	5	4	1	1	2	2	4	5	3
48	2	5	3	2	3	2	1	1	4	5

49	3	4	5	3	1	3	3	4	5	4
50	1	4	1	1	3	2	1	4	2	2
51	4	3	2	3	2	4	2	2	4	3
52	1	5	2	2	2	3	4	5	3	3
53	1	5	1	1	2	4	1	1	4	5
54	2	4	2	2	2	3	2	2	3	3
55	2	1	4	5	2	5	5	3	5	5
56	2	2	1	2	2	3	4	2	3	3
57	1	4	2	2	1	1	3	5	3	2
58	2	4	3	2	1	2	3	4	4	4
59	3	3	2	4	1	5	3	2	3	3
60	1	2	1	2	1	4	4	3	5	5
61	2	2	4	3	2	5	2	1	5	3
62	2	3	3	3	2	3	3	2	4	4
63	2	3	2	2	2	2	2	4	4	4
64	2	1	2	1	2	2	2	3	4	3
65	1	4	1	1	1	1	1	5	2	1
66	4	3	3	2	1	2	1	2	4	3
67	2	4	2	3	2	3	3	3	3	3
68	1	5	2	3	2	1	1	3	2	1
69	2	3	3	2	2	3	2	4	4	3
70	5	2	2	5	2	4	3	1	4	4
71	3	3	2	2	1	3	2	3	3	3
72	3	3	3	3	3	3	2	1	4	4
73	3	5	2	2	2	2	3	3	3	3
74	1	4	1	1	1	1	1	4	2	1
75	3	3	3	3	3	3	1	1	3	4
76	3	4	2	3	1	3	3	1	3	2
77	1	5	2	1	1	2	3	3	2	4
78	3	4	2	3	1	2	2	2	3	3
79	2	5	2	2	2	2	3	3	2	2
80	2	4	2	3	2	3	3	3	3	3
81	2	5	1	1	1	1	1	2	1	1
82	4	1	4	2	1	2	5	1	4	4
83	4	3	3	4	1	3	1	1	4	3
84	3	5	2	3	2	2	3	2	4	2
85	2	3	4	2	2	2	1	4	4	4
86	3	3	3	3	1	3	2	3	3	3
87	5	5	4	1	1	5	1	1	5	5
88	3	5	4	2	2	3	4	1	4	3
89	5	5	3	2	1	4	5	3	4	4
90	2	2	2	5	2	3	3	3	1	4
91	1	2	2	3	2	2	2	3	4	3
92	3	2	4	4	1	4	2	1	5	4
93	2	4	2	2	2	4	2	2	4	3
94	4	1	1	1	2	3	3	3	3	4
95	2	3	3	2	1	2	1	3	3	3
96	2	5	1	1	1	3	2	3	3	4
97	2	4	2	3	3	3	4	4	4	3
98	3	4	2	2	1	3	2	2	4	4
99	4	4	2	2	2	2	4	3	4	3
100	2	4	3	3	2	3	3	3	4	3

101	2	2	2	2	3	2	2	3	3	3
102	1	3	1	1	2	1	3	3	1	2
103	2	5	2	1	2	3	2	3	4	4
104	1	4	2	2	4	3	1	1	3	3
105	3	4	2	3	2	2	4	3	3	3
106	5	3	4	3	1	3	2	1	4	3
107	2	4	2	2	2	4	1	2	3	3
108	2	3	4	2	1	2	4	3	4	4
109	2	4	4	2	3	2	1	2	4	4
110	2	3	2	3	1	3	3	2	4	2
111	2	5	2	1	1	2	1	2	5	5
112	2	4	2	2	1	2	5	2	2	2
113	2	5	2	4	4	4	4	3	4	3
114	2	3	2	2	2	4	1	3	4	3
115	3	4	2	3	3	2	2	2	4	3
116	3	4	2	2	2	3	2	3	4	3
117	3	3	2	1	4	4	1	1	5	3
118	3	2	2	4	2	4	2	1	4	2
119	2	2	2	2	1	2	1	1	2	3
120	4	5	2	2	2	4	2	1	4	3
121	2	4	4	2	3	4	1	2	4	4
122	3	4	2	2	1	3	2	1	4	4
123	3	3	3	2	3	4	1	2	5	4
124	2	2	3	3	2	5	1	1	4	3
125	1	4	2	3	2	1	3	1	3	2
126	3	1	4	5	1	5	5	5	5	5
127	2	4	2	2	3	2	1	2	3	4
128	1	3	1	1	1	3	2	3	4	3
129	2	4	1	2	2	2	2	3	4	2
130	2	4	2	2	2	2	1	3	3	2
131	4	4	2	3	4	4	2	1	3	4
132	2	5	2	2	2	2	2	3	2	2
133	1	4	1	1	1	1	1	4	1	1
134	1	3	2	2	1	3	1	4	3	2
135	2	4	2	2	2	2	3	4	3	2
136	2	4	2	2	2	2	3	2	3	4
137	2	3	2	2	2	3	1	3	4	3
138	1	4	2	2	2	2	2	4	4	2
139	3	3	4	4	2	3	2	1	2	4
140	2	3	2	4	2	2	2	2	3	3
141	4	3	2	3	3	3	2	1	4	3
142	3	1	3	2	3	4	2	3	5	5
143	2	4	2	4	2	4	2	1	3	3
144	2	4	2	2	2	2	2	3	4	4
145	2	4	2	2	2	2	1	3	3	2
146	2	4	2	2	1	2	3	4	4	3
147	2	4	4	3	2	3	2	2	5	4
148	3	4	4	2	1	5	4	4	5	5
149	2	4	3	3	2	4	2	3	4	4
150	2	2	3	3	2	4	2	3	4	3
151	2	5	3	1	2	2	3	5	2	3
152	2	2	3	2	3	3	4	2	4	4

TABLE 7 RAW DATA Q31-Q35

	Q31	Q32	Q33	Q34	Q35
1	2	2	1	2	2
2	4	2	1	6	6
3	2	3	1	2	2
4	2	3	1	2	1
5	4	3	1	5	3
6	2	2	1	2	1
7	5	3	1	2	1
8	3	2	2	6	6
9	3	3	1	6	6
10	2	2	1	7	2
11	4	3	1	6	5
12	4	4	2	8	5
13	2	2	1	2	2
14	2	3	1	8	6
15	1	2	1	8	7
16	4	3	1	7	3
17	3	2	1	5	4
18	3	2	2	6	2
19	3	3	1	6	5
20	4	3	1	6	4
21	3	2	1	2	2
22	2	3	2	3	2
23	4	2	1	3	3
24	3	4	1	6	5
25	3	3	1	7	5
26	2	3	1	6	5
27	2	1	1	2	2
28	2	4	1	7	7
29	2	2	1	6	5
30	3	5	1	6	5
31	4	3	2	4	1
32	4	3	1	7	5
33	4	2	1	7	5
34	3	3	1	6	6
35	3	4	1	8	5
36	1	2	1	6	5
37	1	2	1	7	6
38	2	3	1	3	3
39	5	3	2	2	1
40	2	4	1	9	5
41	3	2	1	8	8
42	2	2	1	6	2
43	1	1	1	2	2
44	1	1	1	6	5
45	4	3	1	7	6
46	2	3	2	6	3
47	2	1	1	8	7
48	4	2	1	8	8

49	2	4	1	6	5
50	2	1	1	9	8
51	2	2	1	3	3
52	1	4	1	1	1
53	5	2	1	9	8
54	2	3	1	7	6
55	2	4	2	5	4
56	4	4	1	2	2
57	3	1	1	2	1
58	4	3	2	1	1
59	4	3	1	3	2
60	3	2	1	5	5
61	4	5	1	6	5
62	4	3	2	2	1
63	5	2	1	10	8
64	3	1	1	3	2
65	2	2	1	5	2
66	2	2	1	5	5
67	3	3	1	6	6
68	2	2	1	8	5
69	3	3	1	5	5
70	3	5	1	6	1
71	2	2	1	6	6
72	3	3	2	8	3
73	4	3	1	2	1
74	2	2	1	7	4
75	3	3	1	8	8
76	2	3	1	5	1
77	2	3	1	6	6
78	4	2	1	7	2
79	2	2	1	4	3
80	3	2	1	7	4
81	4	1	1	7	7
82	1	2	1	2	2
83	4	2	1	6	5
84	4	4	1	2	1
85	4	2	1	6	6
86	4	3	1	8	6
87	2	3	1	9	6
88	2	3	1	4	4
89	4	3	1	2	2
90	2	2	1	7	4
91	4	4	1	6	5
92	4	3	1	6	6
93	3	3	1	5	5
94	3	2	1	2	1
95	2	2	1	9	8
96	2	3	1	6	6
97	3	4	1	6	5
98	3	4	1	7	6
99	1	3	1	2	2
100	2	3	1	2	1

101	2	2	1	9	7
102	4	2	1	4	1
103	3	2	1	7	6
104	5	3	2	8	6
105	3	3	1	3	3
106	3	4	1	7	6
107	2	3	1	6	5
108	3	2	1	3	2
109	2	2	1	8	8
110	2	3	1	5	1
111	2	2	1	8	8
112	4	2	1	2	2
113	4	4	1	3	2
114	2	2	1	7	6
115	2	3	1	5	5
116	2	4	2	9	8
117	5	2	1	8	8
118	4	2	1	5	5
119	5	2	2	5	5
120	2	4	1	7	6
121	2	2	1	6	6
122	2	1	1	6	5
123	2	4	1	5	4
124	2	3	1	7	7
125	4	2	2	2	1
126	3	4	1	7	6
127	2	4	1	8	7
128	2	3	1	4	3
129	2	3	1	7	5
130	2	2	1	6	6
131	2	3	1	6	5
132	2	2	1	5	2
133	5	3	1	7	6
134	4	3	1	2	1
135	4	2	1	5	2
136	2	2	1	2	1
137	2	2	1	7	6
138	2	2	1	5	3
139	3	3	1	8	7
140	3	3	1	7	6
141	4	4	1	5	5
142	3	3	1	7	6
143	4	3	1	7	7
144	2	2	1	6	5
145	2	2	1	6	6
146	2	2	1	2	2
147	1	2	1	5	4
148	1	2	1	4	3
149	2	3	1	8	8
150	2	2	1	7	5
151	2	2	1	2	1
152	4	3	1	6	6

TABLE 8 DATA CORRELATION Q1-Q9

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Q2	0.105								
Q3	0.063	0.420							
Q4	0.029	0.373	0.114						
Q5	0.166	0.287	0.060	0.165					
Q6	-0.016	0.317	0.276	0.187	0.095				
Q7	-0.008	0.486	0.319	0.317	0.246	0.268			
Q8	0.040	0.210	0.139	0.070	0.396	0.139	0.231		
Q9	0.012	0.441	0.402	0.438	0.209	0.215	0.405	0.283	
Q10	-0.004	0.401	0.458	0.296	0.064	0.309	0.371	0.190	0.596
Q11	-0.096	0.273	0.436	0.231	0.008	0.243	0.240	0.053	0.438
Q12	0.004	0.215	0.121	-0.064	0.084	0.079	0.052	0.191	0.194
Q13	0.105	0.425	0.326	0.156	0.338	0.205	0.179	0.356	0.310
Q14	0.071	0.398	0.187	0.163	0.188	0.193	0.270	0.180	0.196
Q15	-0.083	0.369	0.124	0.253	0.133	0.273	0.253	0.137	0.201
Q16	-0.125	0.353	0.277	0.325	0.114	0.130	0.565	0.217	0.421
Q17	-0.074	0.493	0.332	0.471	0.175	0.205	0.711	0.219	0.555
Q18	-0.028	0.485	0.361	0.319	0.154	0.264	0.493	0.185	0.525
Q19	-0.054	0.360	0.229	0.254	0.233	0.250	0.538	0.157	0.407
Q20	0.129	0.748	0.429	0.290	0.317	0.267	0.262	0.207	0.359
Q21	-0.073	0.496	0.390	0.373	0.157	0.275	0.314	0.228	0.504
Q22	0.057	-0.344	-0.151	-0.121	-0.161	-0.190	-0.515	-0.069	-0.196
Q23	0.029	0.206	0.236	0.209	0.240	0.127	0.107	0.084	0.190
Q24	0.124	0.364	0.206	0.149	0.273	0.194	0.307	0.258	0.317
Q25	0.029	0.018	0.130	-0.078	0.064	0.024	-0.141	0.106	0.119
Q26	-0.010	0.513	0.447	0.228	0.327	0.315	0.466	0.312	0.468
Q27	0.202	0.332	0.317	0.156	0.149	0.139	0.211	0.086	0.241
Q28	0.012	-0.269	-0.183	-0.175	-0.047	-0.137	-0.070	-0.100	-0.236
Q29	-0.013	0.387	0.344	0.177	0.227	0.318	0.302	0.223	0.361
Q30	-0.083	0.396	0.303	0.248	0.178	0.254	0.226	0.162	0.327
Q31	0.042	-0.024	0.091	0.084	0.004	0.036	0.057	-0.021	0.033
Q32	0.028	0.392	0.326	0.055	0.300	0.154	0.279	0.238	0.355
Q33	0.147	-0.053	-0.041	-0.058	0.146	-0.024	-0.131	-0.080	-0.120
Q34	-0.058	0.030	-0.046	-0.037	0.025	-0.096	0.086	0.070	0.076
Q35	-0.158	0.061	0.038	-0.089	0.022	-0.027	0.096	0.110	0.096

TABLE 9 DATA CORRELATION Q11-Q18

	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Q11	0.365								
Q12	0.225	0.182							
Q13	0.168	0.131	0.240						
Q14	0.304	0.286	-0.021	0.359					
Q15	0.322	0.276	0.082	0.190	0.367				
Q16	0.370	0.336	-0.060	0.054	0.220	0.180			
Q17	0.505	0.376	0.059	0.253	0.350	0.295	0.608		
Q18	0.454	0.397	0.133	0.235	0.254	0.224	0.545	0.668	
Q19	0.366	0.411	-0.026	0.116	0.250	0.239	0.757	0.615	0.585
Q20	0.392	0.340	0.271	0.544	0.411	0.337	0.325	0.411	0.421
Q21	0.371	0.349	0.248	0.429	0.243	0.206	0.321	0.450	0.504
Q22	-0.309	-0.067	-0.077	-0.149	-0.272	-0.245	-0.227	-0.513	-0.312
Q23	0.208	0.229	-0.004	0.218	0.079	0.109	0.240	0.244	0.231
Q24	0.345	0.151	0.229	0.345	0.245	0.306	0.172	0.347	0.305
Q25	0.102	0.009	0.233	0.119	-0.205	-0.083	-0.139	-0.127	-0.010
Q26	0.454	0.297	0.216	0.287	0.288	0.379	0.474	0.526	0.499
Q27	0.064	0.122	0.026	0.487	0.216	0.054	0.168	0.216	0.181
Q28	-0.262	-0.133	-0.227	-0.101	-0.137	-0.180	-0.035	-0.188	-0.231
Q29	0.417	0.430	0.170	0.234	0.302	0.224	0.418	0.442	0.403
Q30	0.446	0.320	0.121	0.339	0.358	0.349	0.222	0.300	0.281
Q31	0.059	0.104	0.022	-0.001	-0.069	0.039	-0.049	0.068	-0.091
Q32	0.304	0.184	0.208	0.256	0.143	0.273	0.278	0.366	0.374
Q33	-0.024	-0.084	-0.029	0.108	0.102	-0.030	-0.061	-0.121	-0.082
Q34	0.300	0.093	0.045	-0.223	-0.008	0.156	0.052	0.112	0.147
Q35	0.351	0.149	0.071	-0.194	0.017	0.130	0.112	0.109	0.166

TABLE 10 DATA CORRELATION Q19-Q27

	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27
Q20	0.306								
Q21	0.372	0.520							
Q22	-0.258	-0.183	-0.208						
Q23	0.291	0.369	0.277	-0.125					
Q24	0.201	0.340	0.285	-0.317	0.279				
Q25	-0.134	0.012	0.046	-0.030	-0.100	0.087			
Q26	0.515	0.427	0.430	-0.349	0.289	0.375	0.134		
Q27	0.144	0.321	0.200	-0.138	0.214	0.220	-0.171	0.188	
Q28	-0.083	-0.277	-0.325	0.160	-0.069	-0.278	-0.174	-0.244	0.172
Q29	0.499	0.444	0.366	-0.234	0.467	0.143	0.037	0.523	0.152
Q30	0.267	0.411	0.348	-0.235	0.423	0.148	0.149	0.469	0.233
Q31	-0.001	-0.097	-0.029	-0.117	-0.065	0.113	0.133	0.012	0.066
Q32	0.244	0.317	0.318	-0.188	0.216	0.452	0.166	0.468	0.206
Q33	-0.077	-0.004	-0.060	0.006	-0.036	0.054	0.123	-0.001	0.018
Q34	0.120	0.029	-0.012	-0.132	0.075	0.090	0.156	0.117	0.495
Q35	0.167	0.041	-0.019	-0.112	0.136	0.022	0.144	0.151	0.481

TABLE 11 DATA CORRELATION Q28-Q34

	Q28	Q29	Q30	Q31	Q32	Q33	Q34
Q29	-0.082						
Q30	-0.169	0.559					
Q31	-0.092	-0.071	-0.060				
Q32	-0.206	0.265	0.170	0.169			
Q33	-0.089	-0.024	0.073	0.212	0.108		
Q34	-0.228	0.108	0.152	0.009	0.063	-0.069	
Q35	-0.209	0.186	0.215	-0.004	0.017	-0.160	0.838

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